

UBEA  
*Business Education*

# Forum

FEBRUARY 1959

VOL. XIII, NO. 5

UNITED BUSINESS EDUCATION ASSOCIATION

*UBEA Salutes*



JESSIE GRAHAM

The 1958 Gregg Award Winner

*(Story on page 37)*

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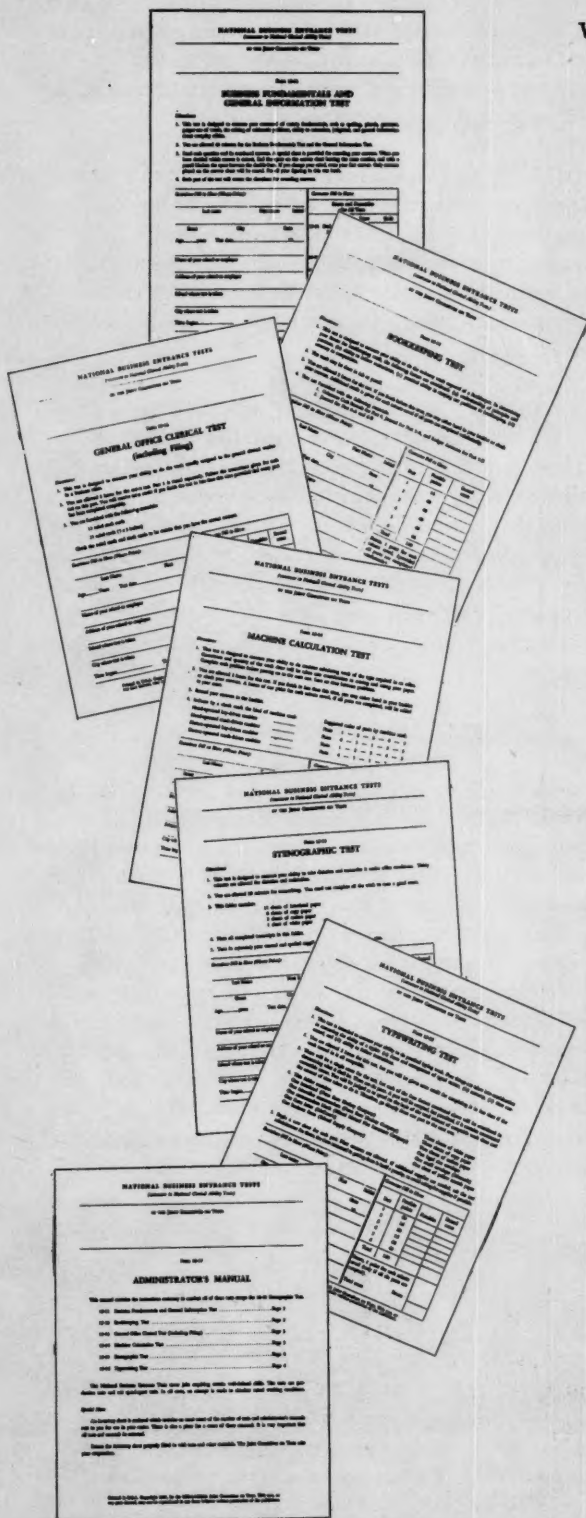
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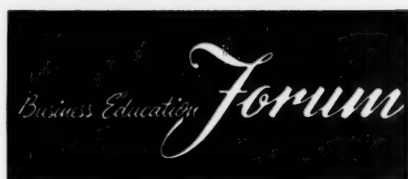


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## CONTENTS

February 1959

Volume XIII, No. 5

### THE GENERAL CLERICAL FORUM

Featuring:	Page
Office Practice—Versatility in Action (Editorial)— <i>Theodore Yerian</i>	5
Fifteen Suggestions for Clerical Practice Classes— <i>Sherwood Friedman and Jack Grossman</i>	7
Secretarial Work in 1959— <i>Irene Place</i>	11
A Practical General Clerical Course— <i>Ralph Snyder</i>	14

### UNITED SERVICES FORUM

Shorthand: Would You Hire Your Own Student?— <i>Kermit Crawley</i>	17
Typewriting: A Manual Typewriting Correction Technique— <i>John C. Peterson</i>	20
Bookkeeping and Accounting: End-of-Fiscal-Period (EFP) Work— <i>LeRoy A. Brendel</i>	21
Basic Business: The Concept Approach in Basic Business— <i>Jo Ann Hughes</i>	24
Distributive Occupations: Co-ordineering— <i>William B. Logan</i>	25
Office Standards and Co-operation with Business: Employer-School Ratings Compared— <i>Margaret E. Andrews</i>	27

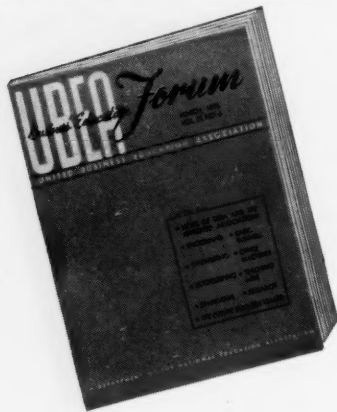
### THE UBEA FORUM

UBEA In Action	28
UBEA Regional and Affiliated Associations	32
The Southern News Exchange	37
The Western News Exchange	40
The Future Business Leader	41



The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. A Volume Index to the FORUM is published annually for member-subscribers. The contents are indexed in BUSINESS EDUCATION INDEX and in THE EDUCATION INDEX. The UBEA does not assume responsibility for the points of view or opinions of the contributors to BUSINESS EDUCATION FORUM unless such statements have been established by a resolution of the Association.

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## In This Issue

► The Feature Section (pages 7-16), through its down-to-earth approach to teaching general clerical classes, provides for an adaptation of the basic techniques to other subjects.

► "Services" appropriately describes the Section (pages 17-27) which features the major subjects in business education. Real help is provided for each business teacher in finding the solution to everyday classroom problems.

► The In Action Section (pages 28-40) is filled with news of UBEA, the unified regional associations, and the affiliated organizations. Jessie Graham, one of UBEA's most active members, is saluted in the section. Dr. Graham is the first woman to receive the Gregg Award in Business Education. A condensed report of the SBEA convention and an announcement of the WBEA convention are among the other interesting items.

► All business education teachers, as well as FBLA sponsors, will find valuable material in the Future Business Leader Section (pages 41-42). Two outstanding projects in the FBLA organization are presented as suggested activities.

► The FORUM advertisers are congratulated on the attractive presentations in this issue. Please use the Clip 'n Mail coupons to obtain more information on the products or for materials offered by FORUM advertisers.—H.P.G.

Editor: General Clerical Forum  
THEODORE YERIAN  
Oregon State College  
Corvallis, Oregon

# Office Practice —Versatility in Action

YOU MAY CALL YOUR COURSE in which you teach integrated office skills "office practice," "stenographic office practice," "office procedure," or some other title in common usage, but no doubt you include many of the same objectives and teaching units commonly thought desirable by other business instructors teaching similar classes. Would it be well, then, to attempt to agree upon a course title that could and would be used by all business teachers throughout the United States? Wouldn't this be one type of thing with which the newly organized Commission on Business and Economic Education could consider—standardization or uniformity of terms?

Many business educators prefer to use "office practice" or "office procedure" as a term which encompasses both stenographic and nonstenographic skills and information. In the past it could be said that this integrated course too often was available only to those who were taking stenography. It is still the case in many schools. This fact does not mean that stenography students should not have such preparation, but there are many more who will be employed in a non-stenographic capacity to whom such education is equally or more vital; over 40 percent of today's office workers are "clerical."

Office practice is not old in the same sense as are the "Three Horsemen"—bookkeeping, shorthand, and typewriting. However, in the matter of a few years it has won a place for itself as a synthesizing course in the secondary business department. Office practice is offered in many forms: a full year, one or two hours a day, three to five days a week; one semester, one or two hours a day, three to five days a week; a substitute for the last semester of shorthand or typewriting; and so on. Many agree that it is a course for senior students only—to be taken as close as possible to "job time."

Surveys (job opportunity, job analysis, office machine, and the like) are useful in determining "what and "how much" for the office practice program. It is the course in the business department that comes the closest to being *real*! Businessmen see much sense to it because it approaches job status. It is usually from this class that come the work experience students who exemplify the end product of the department's instructional program.

Office practice is a fertile field in which to apply some of our best business education principles. For example, no other business subject will lend itself better to individual differences in abilities and interests. It provides a wonderful opportunity to guide individuals in the correction of their weaknesses—both skills and personality traits. Such a course permits many different types of classroom procedure; it need never be humdrum. Office practice needs to be taught, however! Much preliminary planning on the part of the teacher is necessary before the first meeting of the class. What a great joy it is, though, to supervise a classroom in which there is a beehive of activity representing a wide variety of meaningful office activities.—THEODORE YERIAN, *Issue Editor*.

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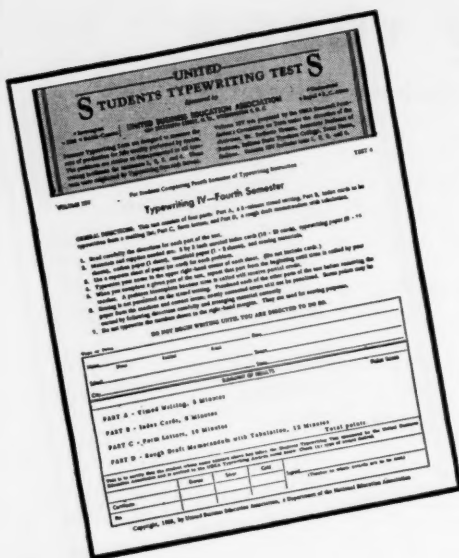
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# THE *Forum*

## Fifteen Suggestions for Clerical Practice Classes

By SHERWOOD FRIEDMAN  
Samuel Huntington Junior High School  
Jamaica, New York

and JACK GROSSMAN  
Grace H. Dodge Vocational High School  
New York, New York

**E**XPERIENCED secretarial studies teachers have asked many basic and elementary questions concerning the teaching of clerical practice. Some of these teachers are highly skilled in presenting stenography and typewriting lessons but, when assigned an office clerical class, are basically unsure of the proper procedures to be followed.

Whether this condition results from the relative newness of the subject in our curriculums, from the nature of the clerical student, or from the differences that exist between the teaching of a pure skill subject and one stressing informational features is not very much to the point. The fact is indisputable—secretarial teachers are generally somewhat uncomfortable in teaching office clerical groups.

This article includes a number of comments and suggestions from which the office clerical teacher may select in an effort to serve his classes most effectively.

It is important that the teacher know the nature of all of his students in all of his classes. It is vital, however, that he know the special abilities and disabilities of general clerical students, since, in many cases, such students differ widely from those in, let us say, stenography groups. The teacher should have a knowledge of such things as the student's IQ, his personal traits, and his achievement in such areas as reading and spelling. He should also have a background knowledge of his home environment, his achievement in other school subjects, and his future ambitions.

### Qualities of the Clerical Practice Teacher

A superior clerical practice teacher is sympathetic to the problems of a learner, displays warmth and a humane attitude towards his students, possesses infinite patience, is enthusiastic, has the willingness and ability to adjust to new and sometimes trying situations, has respect for his students, has a sense of humor and of proportion, and is aware of the current surveys of clerical activities. He uses these as a point of departure in his classes, and seeks to improve his knowledge of the best methodology and practices in the field of clerical practice teaching.

### Practical Teaching Suggestions

Given a willing, enthusiastic teacher who is possessed of each of the qualities just named and who is well aware of the nature of his students, what specifically

can be done in the office clerical classroom to meet the needs of these students? Following are fifteen practical teaching suggestions from which teachers can select ideas in handling their classes.

1. *General lesson pattern to be used.* Wherever possible the class should meet in a machines room so that class assignments may be typewritten rather than handwritten, thus adding to the typewriting proficiency of the student. Likewise, provision may be made for the learning of other machines in the room, such as duplicating, adding and calculating, transcribing, and others. Teachers fortunate enough to use an office clerical laboratory, well equipped with a full complement of business machines, may organize advanced classes under the rotation plan with departments simulating those of the business office. Departments or positions such as the following may be established: manager, assistant manager, receptionist, stock clerk, bookkeeper, switchboard operator, duplicating department, transcribing and typewriting department, and adding and calculating department. Under such a procedure, the use of time cards and a time clock is helpful in establishing an office atmosphere.

Most beginning classes, however, must learn basic clerical facts before applying them. Such facts are usually presented from a clerical practice textbook.

Because many students in an office clerical class may be of a nonacademic bent, a procedure involving constant class discussion at a lock-step pace for the entire group is not as satisfactory as one in which provision is made for students to attack, at their own individual rates, the problems in a textbook unit. At various stages of the lesson, the teacher should call for class attention and discuss with the group specific difficulties as they arise. At other times during the lesson, the teacher should be at the desks of his students, counseling, explaining, teaching, urging, and cautioning on an individual basis.

A suggested plan of lesson procedure might be as follows:

A. *Homework check:* The first few minutes of the period should be devoted to a brief check of the homework assignment of the previous day.

B. *Presentation:* After motivating the new phase to be learned (and it is extremely important to "sell" the class on the need for the new knowledge or skill to be

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*"Many good lessons may be marred by a repetitious approach which causes a student reaction of boredom."*

---

acquired), the teacher should present this material in one of the ways described under suggestion 2 listed later.

C. *Student drill:* Following the presentation, the students should be asked to complete, at their own best speeds, the problems included in the textbook unit.

D. *Additional presentation:* During the course of the class period, the teacher should interrupt the class for a brief discussion of significant phases of the unit which may involve English usage, personality-improvement factors, and so on.

E. *Homework assignment:* Students should be asked to complete, at home, any material not completed in class. The teacher should motivate the class to the need for diligent classroom application, with its consequent reward of a shorter homework assignment.

2. *Gaining variety of presentation.* One of the pitfalls for many teachers, both experienced and inexperienced, is that of using an unvaried lesson pattern daily. Many good lessons may be marred by a repetitious approach which causes a student reaction of boredom. Of course, normal classroom routines should be standardized, but the presentation of new materials should be based on a variety of methods. For example, new work may be presented in one or more of the following ways:

A. Student committees may present a report to the class.

B. A dramatization based on new work may be given by selected students.

C. The teacher, or a highly competent student, may demonstrate a particular skill.

D. A visitor, such as a businessman or another teacher, may speak to the class.

E. Films or filmstrips dealing with the new work may be shown.

F. A series of questions based on new material may be placed on the board. The class should be asked to locate the answers from selected portions of the textbook.

G. Students may be asked to report in class on the answers to an assignment given the day before.

H. The teacher, or a student chairman, may conduct a full-scale discussion of new work.

3. *Discussing subject matter.* An area of clerical practice that lends itself readily to the development of critical thinking by the students is that concerned with the discussion of new subject matter. The teacher should grasp every opportunity to require students to respond to questions in full and complete sentences, whether orally or in writing. Responses should indicate a thorough and complete understanding of the subject under discussion. Above all, students should be cautioned to

use their words and to avoid memorization or rote repetition of textbook material. Discussion in clerical practice may be based upon a previous assignment of textbook reading, presentation of a report, viewing of a film, observations made on a trip, or opinions formed through past experience.

4. *Improving English.* Students interested in working in an office must have a knowledge of, and the ability to use, correct English. As a result, the teacher of clerical practice should plan for daily class assignments or home assignments involving work in technical English. In fact, an excellent plan for most teachers to follow is that of providing a complete overview of the major areas of technical English as one of the objectives of the office clerical course. Improvement of students' technical English may be developed by means of a two-pronged approach:

A. Written work done by students should be scanned and errors in spelling, punctuation, capitalization, grammar, and usage should be corrected functionally, as they occur.

B. A planned approach should be provided involving the daily presentation of at least one element of technical English along with practice work based on the new presentation. In addition, growth in spelling ability and word usage should be developed by means of a planned, daily attack on specific words.

5. *Improving arithmetic.* An overwhelming proportion of office workers are involved in activities which require them to use arithmetic in their daily work. It seems obvious, therefore, that the good teacher of clerical practice should provide regular class and home assignments involving the use of fundamental arithmetic functions. The basic processes of addition, subtraction, multiplication, and division should be reviewed by means of daily exercises. It may also be valuable to prepare a plan of work involving the coverage of basic areas of calculation such as the use of aliquot parts, common fractions, decimals, percentages, and weights and measures. Finally, all clerical practice students should be prepared for office work by means of regular assignments of calculation problems based on real business situations.

6. *Improving personality.* Perhaps the most difficult area of instruction within which the clerical practice teacher must operate is that concerned with personality improvement. Certainly, the development of good personal attributes is a desirable objective of every curriculum. However, since the student in clerical practice is receiving training designed to make him an acceptable office worker, there must be specific and practical plans made by the teacher to aid all students in



the development of those personality characteristics which are needed for success in office work. The teacher may find it valuable to use some or all of the following techniques:

A. Set an excellent example for the students through his own speech, appearance, dress, and pattern of behavior.

B. Provide for regular classroom routines that match those required in a good office. For example, insist on good attendance, punctuality, neatness, courtesy, accuracy, appropriate dress, proper speech, and regard for the rights of others.

C. Afford ample opportunity for discussions of situations involving personality as applied to practical life problems.

D. Set up dramatizations wherein the participants are students who are given a practical situation and are asked to develop it extemporaneously.

E. Use personality check lists for the rating of students. Go over these lists periodically on a class and individual basis.

7. *Teaching indexing and filing.* The teacher of clerical practice cannot take for granted the fact that students knowing the alphabet will be able, ipso facto, to index and file business papers. A carefully planned teaching procedure should be followed, involving some or all of the following details:

A. Use a step-by-step approach to instruct the class in the basic rules of alphabetic indexing and filing.

B. Try to make all filing practice realistic by using names that come from actual source material.

C. Grasp the opportunity provided by filing problems to give the students practice in the spelling and pronunciation of a wide variety of names. Develop through such training a respect by the students for all names, regardless of how unusual they may seem.

D. Make use of actual letters, index cards, or paper cut to specified sizes for regular filing problem practice. Some teachers solicit letters or carbon copies from transcription classes and use them in filing problems.

8. *Checking homework.* Regular homework assignments should aid clerical practice students to grow and develop in their knowledge of the subject. To assure the greatest degree of benefit by students from homework, however, the teacher must do his part by checking and grading homework. Any number of acceptable methods may be used, such as (a) collecting work and checking it or having student monitors check it; (b) having selected students place answers to problems on the board, while the class checks its work against the board work; (c) calling on students to read aloud their answers to the problems; (d) checking work at students'

desks while they are working on a class assignment; and (e) giving a short test based on the homework.

9. *Using notebooks or workbooks.* Many teachers have found it valuable to require all office clerical students to maintain a term notebook or workbook. The notebook or workbook becomes the repository of answers to all problems covered during the term. It also provides each student with accurate samples of business forms and records. If properly developed, it may serve as a source book, or a kind of summing up of the work of the course. Notebooks or workbooks should be checked by the teacher at regular intervals and grades should be assigned for accuracy, neatness, and completeness of work.

10. *Handling individual differences.* Because the students in office clerical classes differ widely in native ability, it is important to provide ample opportunities for challenging the brighter students and, at the same time, for accommodating the slower learners. Brighter students may be called upon to take part in class dramatization, to serve on presentation committees, to place solutions on the blackboard, to earn extra credit by solving the more difficult textbook problems, to make supplementary reports based on outside reading, to read for the class from the basic textbook material, to demonstrate for the class certain skills being presented, or to help publish a class newspaper. Extra credit assignments should be provided each day to accommodate those students who complete the assigned work for the period.

Slower students may be accommodated by eliminating from their assignment the more difficult arithmetic problems or any other problems that, in the teacher's judgment, they are incapable of grasping. It is important that the textbook or printed materials supplied to students be carefully written on the level of student comprehension, yet not be "written down" to students.

11. *Bringing the office situation into the classroom.* Students learn best when they can see the application of their learnings to the business picture. If possible, arrangements should be made with a local businessman to have the class visit his office and to observe, at first hand, the filing system that has been theoretically discussed or the mailing department that they have been simulating. Failing this, a tour of the school offices may assist in giving students the flavor of clerical work. The businessman may sometimes be flattered by an invitation for him or his representative to visit the class and to discuss things which have been taken up with the group but which sound much more appealing coming from him. A work experience program may even be initiated within the walls of the school or, better still,

with local business houses. An out-of-school work experience program may be on an after-school or alternate work and study basis. If business machines are available in the classroom, it may be advisable to spend ample time on these even if this means more textbook work to be done at home. If these machines are not available, they may be demonstrated in the classroom by local business machine companies interested in selling their products.

12. *Using concrete aids.* Careful preparation of lessons is probably even more important in office clerical classes than in other secretarial areas. Students in the former groups need to see and feel the objects being discussed rather than merely read or talk about them. The teacher who brings to class envelopes, hand letter openers, a postal scale, and a roller for sealing is bound to gain greater student interest and attention as he presents mailing procedures than will the teacher who relies solely on textual material. Likewise, there is a wealth of filmed material available that will reinforce the teacher's explanations and will provide a welcome break in the week's routines. Also, the use of the tape recorder or the telephone company's teletrainer is productive of much student interest as telephone conversations are studied.

13. *Reviewing and testing.* Clerical practice is a subject requiring constant repetition lest carefully taught materials blur in students' minds with the passage of time. Some textbooks provide for spiral reviews throughout all units so that, as new materials are being learned, previously acquired facts and techniques may be systematically reviewed. The use of chapter and master reviews is also helpful in grouping together significant points to be remembered.

Short quizzes and formal tests are also helpful in encouraging learning. Many teachers find the use of the short quiz at the very start of the lesson to be of great help in getting the class down to work. Whenever the test is given, it is important that it be expressed in simple language. The use of objective tests (stressing multiple choice, matching, and true-false) is more satisfactory than the essay type. The completion question is best attacked by office clerical students when it consists of blanks to be filled in from among a list of possible answers given. Frequently, the use of extra-credit questions at the close of an examination has the value of raising students' grades when otherwise they might be consistently low. Within the limits of funds available, it is often helpful to secure printed self-appraisal, employment, prognostic, and aptitude tests as an aid in understanding students' potential. It is important to realize, whatever the nature of the test, that it must

be on the level of the students' ability and that there must be good opportunity for success.

14. *Making the room attractive.* Student aid should be enlisted wherever possible in making the office clerical room attractive. Monitors should be assigned to assist in posting students' work, posters, charts, photographs, and the like. Actual business forms supplementing the lesson should be posted to enrich discussion. The employment of color in the room is also helpful in enlivening the classroom atmosphere.

15. *Rewarding achievement.* The wise teacher should recognize that clerical practice students have had little opportunity for success and should institute an awards and prizes program calculated to make his students fulfill their potential. There is something worthy of praise in the most recalcitrant and poorest worker in the class if the teacher will but look for it. In a page of scrawled writing, surely one word or writing feature is worthy of praise, and the teacher who singles this out for positive comment may be rewarded by improvement that would not follow a negative approach.

Extra credit should be offered liberally. The gold star which was sought so avidly by the kindergarten pupil is just as anxiously received by the office clerical student. All that is needed is a change in the symbol. If stars are considered juvenile by the office clerical student, additional points added to his grade or a paper posted on the classroom bulletin board is not. At the contributors' schools, clerical practice students may win the following awards: placement on the departmental bulletin board honor roll; a gold or blue award symbolic of highest class averages; certificates for rapid filing, accurate arithmetic, superior handwriting, junior or senior superior business work, progress, and many other individual class awards.

An over-all word of caution should be offered. Praise for successful achievement should be given publicly and with much fanfare; censure and criticism, however, should be administered privately and in such a manner that the adolescent will be able to retain his self-respect and will not feel it necessary to defend himself before his peers.

#### **In Conclusion**

Experienced teachers and supervisors generally recognize that there is no one approach which leads to success in teaching. While methods and approaches may vary, however, there are certain constants or basics which aid teachers. The 15 items discussed in this article may serve as constants in the field of clerical practice. They are recommended to the teacher of clerical practice as suggestions which may aid him to achieve success in his chosen profession.

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*"It is sometimes said that a good secretary . . . must be a 'Jack of all trades.'"*

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## Secretarial Work in 1959

By IRENE PLACE  
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A secretary is a composite of all office workers

IN THESE DAYS WHEN many women in this highly industrialized society in which we live in the United States work outside the home, much is written and said about occupations for them. One of the most generally accepted occupations for women is secretarial work. The title "secretary" has been variously defined. Millions of words have been written—books, articles, dissertations, theses—about *who* a secretary is, *what* a secretary does, *what* a secretary needs to know, *how* a secretary becomes successful, *where* secretaries work, and so on. And, one wonders why we write so much about just one job title when there are 40,022 more in the *Dictionary of Occupational Titles*. What are we trying to prove? What are we trying to sell? An effort to answer these questions results in the following observations:

1. It is customary in the United States for women to work outside the home. They do so in increasing numbers. Today about 33 percent are so employed.

2. More women work in clerical occupations than in any other general occupational grouping:

Clerical .....	28%
Operative .....	21
Service (except private household) .....	12
Professional, technical .....	10
Private household (domestics) .....	10
Salesworkers .....	8
Others .....	11

3. The interpretation of the term "clerical" remains vague. It refers primarily, however, to office workers concerned with processing information. According to this interpretation, secretaries are office clerical workers.

4. Business white-collar jobs have tended to split into two levels: clerical and managerial. Women predominate in the clerical; men, in the managerial. The divergence between salaries paid in these two levels has continued to widen. The pattern of promoting from clerical to managerial positions has faded. Men, therefore, seek an education that qualifies them to start initially as "managerial" trainees. More and more, this tends to be college training. Whereas, initial clerical and secretarial positions tend to be filled by high school or business school graduates.

5. In spite of the split in business white-collar jobs and the characteristics each level has acquired, business

is very dependent upon its clerical workers. In spite of trends toward mechanizing and automating business information processing activities, the need for competent clerical workers remains significant—a vital business operative function. But, the supply of employees has been threatened and at the very time when the need for office workers has increased.

6. In education, the number of girls being graduated from high school and attending (if not being graduated from) college has increased rapidly. They tend, however, increasingly to look for opportunities with more future than that offered an office clerical worker. This is particularly true as opportunities for women expand in other occupational fields. After all, office clerical work is an "old" area of opportunity for women. For those who are characteristically intrigued by the new and unexplored, office clerical work has lost glamour for this reason alone.

7. The result of all the above is that those who believe in secretarial work as a sound and safe occupational area for women find themselves defending it. They find themselves studying and writing to prove their point of view. Business educators conduct studies to identify the status of secretarial work, the education needed, and the range of opportunities that exist within it. This explains, therefore, in part at least, why so much has been written about secretarial work.

Here is an occupational area, tried, true, and important, where real opportunities for women of average or better abilities are known to exist. Here is an area of business administration in which women have proved their worth. In many organizations, the position of secretarial assistant to a top administrator (sometimes called an executive secretary) is the highest held by a woman in that organization. Secretarial work continues to be an area in which any coeducational institution which prepares persons for business must develop a strong and careful curriculum. This is particularly important as women work more years of their lives. A recent statement by the National Manpower Council says that "today's schoolgirls may spend 25 years or more in work outside the home."

The term "secretary" describes a number of positions as well as a range of occupations from the neophyte stenographer-secretary to the executive secretary. The duties performed vary a great deal depending upon



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*"The essentials of a good personality can be developed by one who is willing to try and has determination."*

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the type and size of the business, the size of the community, the personality, status, and ability of the "manager," and the ability of the secretary. It is sometimes said that a good secretary, particularly an executive secretary, must be a "Jack of all trades." In the small office, the duties are likely to be varied because the secretary must handle all phases of the business routines of processing information. Secretaries may be classified as follows:

1. *Private secretary*—a close assistant to an executive in all the activities in which he is engaged.

2. *Public secretary*—usually called a public stenographer. A public secretary takes dictation, duplicates materials, helps to arrange special programs, and so forth, on an individual fee basis for many different people in various kinds of work.

3. *Executive secretary*—in reality a part "secretary" and part "manager." She relieves an executive of as much managerial detail as possible. Some trade, professional, or fraternal associations also have an executive secretary. Such an employee, however, is in a major sense a director of the association's affairs with responsibilities covering the entire range of the association's program.

4. *Corporation secretary*—although secretary is used in the title, the position is that of a corporate executive rather than that of a secretary to such an executive.

The results of a survey of some four thousand secretaries, conducted a few years ago by the National Secretaries Association, identifies the average secretary to the average businessman as a single woman, approximately 36 years of age. She has already been employed in three different companies and has worked for from one to five years for her present boss. There is a one-third chance that she uses an electric typewriter and an adding machine. In addition to the normal duties of taking dictation and typewriting letters, she relieves the boss of many minor executive responsibilities. She makes appointments for him, tactfully handles callers, handles much of his personal mail, and writes some letters on her own initiative.

Speaking at a convention of the National Secretaries Association in 1955, Ivy Baker Priest, Treasurer of the United States, said,

The average secretary is a woman approximately 32 years of age with twelve years of experience in her work. She can take dictation at 120 words a minute and transcribe it at 70. She is adept at spelling, punctuating, detecting grammatical errors, developing and maintaining filing systems, greeting callers, handling telephone calls, reconciling checking accounts, preparing statements and reports. She is intelligent, alert, interested, and agreeable. She possesses a good memory, she keeps confidences, is a mind reader, shows no prejudice, possesses a strong sense of loyalty, and is smartly groomed and dressed at all times.

Along with her technical skill, it is the secretary's personality and personal qualifications that raise her above the level of an ordinary stenographer to the position of a confidante or executive assistant. The essentials of a good personality can be developed by one who is willing to try and has determination. There are many personal qualities that a secretary must have in order to succeed. These are in addition to skills and knowledge that range from the ability to record and transcribe the spoken word grammatically and accurately, organize and file materials so that they can be found when needed, and handle callers, to the ability to maintain good human relations.

An Underwood Corporation investigation of secretarial characteristics most admired by bosses resulted in a variety of answers. The most highly regarded characteristic, however, was initiative. It was placed first on the list by 46 percent. In many cases it was coupled with loyalty to the company. The second most desirable characteristic was the ability to turn out neat, error-free correspondence at a reasonable speed.

A secretary must show initiative. Initiative is necessary when handling work entrusted to her. It may also be the very crux of her own advancement. Initiative is generally a basis for success in any occupation, as are determination and perseverance.

Temperamentally, a secretary should be level-headed. There is no room for artistic temperament and eccentricities. A secretary must be emotionally mature and controlled. When a crisis arises, a secretary is expected to meet it—in fact, to minimize it. She needs to be cheerful, constant, dependable, and tactful. Tact is particularly important because sometimes a secretary is required to handle problems replete with human intricacies. She is in the difficult, yet challenging, position of being a "production worker" in the dynamic and often competitive world of industrial and organizational management and planning.

Another very important personal quality is the willingness to assume responsibility. A good secretary considers the exercise of responsibility to be a privilege and an opportunity, not a burden. The secretary who assumes responsibilities is growing in occupational and professional stature and will gain the fullest amount of satisfaction from the work.

For efficient performance, there are also the important personal qualities of punctuality, alertness, good memory, and dependable health.

#### **Education for Secretaries**

From the foregoing, it can be concluded that to some extent a secretary is a composite of all office clerical workers. She is a stenographer, a receptionist, a machine operator, a messenger, a mail handler, and a file

clerk. She is also a businesswoman. Some refer to her as the "first lady" of business. In order to function effectively as a technical assistant to an executive, she must *understand* the language and problems of administration. She must have emotional stability, loyalty, initiative, and dependability. To prepare such a secretary is a large educational responsibility. In fact, it is questionable whether any one educational institution can help an individual acquire all these qualifications. But, it can lay the groundwork; it can point the way.

Some basic factors in secretarial training that need to be faced more realistically than they have in the past are enumerated here. Teachers of secretarial subjects everywhere need to do what they can, and more than they have in the past, to emphasize the importance of these factors.

1. There is more to secretarial education than typewriting and shorthand. One who has acquired some ability in these two skills is not *ipso facto* a secretary.

2. Secretarial work is not all "routine." There are many types of secretarial positions; the range is wide. It extends from such initial "secretarial" jobs as answering the telephone in a dentist's office to a position such as the famous "Missy" LeHand held as super-confidential personal secretary to the late President Roosevelt. Every "secretarial" trainee has this range of potential before her. A real secretarial position is anything but routine. But, a challenging, interesting secretarial position does not materialize as the result of wishful thinking alone.

3. Education for secretarial work is a continuing thing just as education for management is continuing. High school graduation is but a foundation upon which to build. Continuing education is achieved through self-study, adult education programs sponsored by various companies and community educational institutions, professional associations, and through business conferences of all kinds. Promotion to top positions often depends upon college training or its *equivalent*.

4. Women are working more years. There has been a 60 percent increase in the past ten years in the number of working women 35 to 54 years of age. In fact, it is estimated that the number between 55 and 65 more than doubled between 1940-50 and has increased by 5 percent since then. Women must take a *longer* look when preparing for employment.

5. The impact of automation is not expected to have a drastic effect in the near future upon women's employment in secretarial jobs but office automation is here to stay. Secretaries are going to have to live with it. They must be informed about it and take a greater

interest in it and the other new developments and trends that are affecting managerial work.

6. Most jobs involve a considerable amount of hard work. Secretarial work is no exception.

High school education and the ability to do stenography are basic secretarial requirements. Many high schools have excellent "secretarial" programs that do a good job with such peripheral subjects as grammar, spelling, filing, and office practices as well as the stenography.

Many top secretaries have some college education, if not a university degree. Education which broadens culture and an understanding of fundamentals of business administration, and management is reflected in poise, attitudes, and judgment. Qualifications for top secretarial performance reflect the upgrading of management and administrative performance everywhere. The time may come when college training in business administration will be a requisite for top-level secretarial positions. A college education is not, however, an "open sesame." If college women want to become executive secretaries, they must work for it which sometimes means starting in a centralized typewriting pool.

So-called trade or professional associations are playing an increasingly important part in developing educational programs for those they represent. The professional association which has been the guiding force for secretaries is the National Secretaries Association. Established in 1942, the association has made amazing progress. With a total membership of about 15,000 women, it is divided into four districts with a vice-president elected to each. Recognizing the need for secretaries to appraise and increase their skills and knowledges so as to keep up with the expanding field of opportunity, NSA founded an Institute for Certifying Secretaries in 1950. Representatives of business and education joined with representatives of NSA to develop an educational and examining program that culminates in a Certified Professional Secretary (CPS). The examination covers six areas: (a) Human Relations, (b) Accounting, (c) Office and Secretarial Procedures, (d) Stenography, (e) Business Law, and (f) Economics and Business Administration. Started in 1951 and administered annually, the examination has been taken by thousands of aspirants.

This then is an overview of the secretarial "profession" as it looks today. A secretary works in that part of any group enterprise commonly referred to as the office. This is the place where managers, supervisors, executives, and administrators of all types and levels, their secretaries, and their staffs work together to direct an enterprise. It is a place where ideas originate; where plans, promises, and agreements are made; where costs

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*"No business program should be defined in narrow terms or kept within set boundaries of learning."*

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are estimated and recorded; and where paper records are kept so that all is readily available when needed. In this environment, a secretary handles routine, rush, or confidential matters, as the case may be. In many organizations, the position of an executive secretarial assistant is the highest held by a woman within the group. A secretary must have all the abilities expected at the clerical level plus certain qualities, abilities, and understandings expected of managers themselves.

Secretarial positions are the cream of clerical opportunity within business, government, and industry. But, top secretarial positions do not just happen. They must be earned through training, experience, ability, personality, and hard work.

Success in secretarial work depends, therefore, on skill in stenographic and clerical techniques, knowledge

of business and of what makes it tick, knowledge of a company's products, knowledge of its marketing and production problems, personality as shown in an ability to work productively with others, and the ability to progress with opportunity. It depends on an awareness of opportunity and the determination to meet it. Secretarial work, although a well-established and "old" area of activity for women who work, continues to be one of real and growing opportunity for them; an opportunity that grows in direct proportion to the increasing status of management and administrative activities everywhere, for a secretary is a participant in such activities. To lay the foundation so that the secretary-in-training realizes the full extent of this opportunity and aspires to meet it is indeed an educational challenge for any school that professes to prepare secretaries.

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## A Practical General Clerical Course

By RALPH SNYDER  
Roseburg High School  
Roseburg Oregon

**M**ANY BUSINESS teachers and administrators in small and medium-sized high schools experience some difficulty in meeting the local need for soundly-prepared clerical office workers. The program developed at Roseburg High School has been geared to the needs of the business community. However, it is not perfect nor is it stationary in its development. No business program should be defined in narrow terms or kept within set boundaries of learning. Business is dynamic and the business education curriculum of every school should be dynamic, too. Business methods change and the teaching of business subjects must change and be altered by business teachers if it is to receive the support of the community. The teaching of clerical office subjects must be adapted to fit the needs of the business community.

Curriculum revision is a constant problem for business educators and requires an awareness of community needs. Business educators can learn much about the needs of business by taking actual business jobs in their communities during summer vacations or off-duty hours. Constant review by business teachers of current literature also helps in the revision of the curriculum provided for the modern business student. Additional help can be secured by the business teacher who is seeking to change and improve his course by participation in summer school workshop sessions.

An important thing in the Roseburg High School plan, which has done much to provide the type of clerical preparation needed in that community, is the fact

that the business teachers have been drawn together as they have developed the program. Recommendations are now being readied for further changes in the program for next year.

Today, Roseburg is a city of 13,200 in the heart of Douglas County in Southern Oregon. The chief industry is lumbering. National demand for Douglas fir lumber and plywood has "boomed" many Oregon cities creating new school problems, particularly in business education. The traditional business curriculum was in vogue prior to the boom—Typewriting I, II; Shorthand I, II; and Bookkeeping I. The need for many newly and differently educated persons in the business community forced a revision of the curriculum. Retailers sought additional sales personnel. Office managers, hard pressed to find skilled stenographers and bookkeepers, redistributed routine office tasks among machine operators.

The school met the challenge in 1951 through the introduction of one-semester courses in business machines and retail selling. The original objective was to offer a survey course in each field which might lead many young persons to immediate jobs in the business community directly upon graduation from high school.

Integration of business machines and second-year typewriting courses was accomplished by reducing the second year of typewriting to a one-semester course and reducing the length of the business law course to one semester. Students now select either the combination of business machines and business typewriting or the



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*"Proper counseling of each student is an element which should not be overlooked by any administration."*

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business law and the retail selling sequence. The two-course block is offered the same period with teachers changing classes at the end of the semester, thus eliminating severe schedule conflicts.

The evolutionary process that has taken place spans a seven-year period. The school has grown from 950 to 1400 students and the business education faculty from three to five instructors. The equipment has increased from six manual adding machines to an array of electric and manual adding machines, electric calculators, manual duplicators, electric and manual typewriters, transcription machine, and related instructional units. Growth of such a program should be predicated on the fulfillment of community needs. Embarking on an expensive program of equipment acquisition is both financially impractical and theoretically unsound. As the business community is convinced that high school prepared young persons are useful workers, tangible support is given to program expansion with resulting higher capital outlays.

The general aims which are characteristically the goals of general clerical courses are embodied in the Roseburg program. Each course has specific aims which will be discussed later. The general aims are to:

1. Assist the high school student in preparation for employment in a general clerical position
2. Teach specific techniques in the performance of such clerical duties as telephoning, receiving callers, handling mail, filing, and recording business data on commonly used forms
3. Alert future business employees of the traits and attitudes necessary for success in business
4. Instruct the student in the procedures for securing, developing, and leaving a position
5. Continue to aid the student in learning more about our economic system and the function of the office in the total business structure
6. Assist the student in whatever remedial work is needed in the basic processes involved in communication and computation.

#### **Business Typewriting**

Business typewriting has undergone many changes in the past seven years. The philosophy that business educators subscribed to for years required two full years of typewriting in the secondary school. This has been modified now in many systems so that a third semester of typewriting has been available for the vocational student. The course carried the title Typewriting II for several years and implied that it was one year in length. To correct this false impression and to improve the correlation with business machines, it is now designated as business typewriting.

Business typewriting is offered each semester as part of the correlated program. The business machines portion of the plan is offered each semester and the classes change at the end of the semester with no resulting schedule difficulties. Academic credit is given for each subject and both are shown on the student's high school transcript.

The aim of business typewriting is primarily vocational. Further improvement of personal typewriting skill is not recommended as a justification for enrollment in the course. The success of the student in the course is based on satisfactory completion of Typewriting I with a grade of *B* or *C* or better. Proper counseling of each student is an element which should not be overlooked by any administration. Students who seek entrance into the course with the idea that the subject will be an easy course, or one in which little or no homework will be assigned, find the goal of the course is contrary to their desire. Continued improvement in typewriting skill as to speed and accuracy is a constant aim together with the solving of typewriting problems and the production of "quality-quantity" work.

The equipment available for the attainment of the course goals includes both manual and electric typewriters of five different companies. The high school administration has committed itself to a four-year replacement program so that all of the typewriters are never more than three years old. The equipment is thus kept in good working order and well maintained by service agreements with each typewriter company represented.

The content of the course includes units of work which touch on typewriting problems and production work in some of the more likely fields in which the students will be working. There are units of work in the fields of lumber and lumber processing, law, medicine, education, insurance, transportation, government service, and retail trade. Each unit normally requires five days for completion during which time there is continued emphasis on the improvement of typewriting skill. Weekly readings of timed-writing scores are taken. Spelling lessons are assigned regularly so that the student is acutely conscious of the new vocabulary required in each of the different fields in which work is introduced. Each student has an opportunity to pursue a short unit of work on the electric machines on a rotational basis. Familiarization with the machine is about all that can be accomplished until the number of electric typewriters is increased. The student does not acquire a high degree of skill in this short time, but is given an orientation of the machine and some of the transfer of learning problems that must be solved.

The course is business-oriented and paced for rapid movement. The demand for graduates who have been

*"Success in office occupations is not wholly dependent on machine skill."*

given a sound business background is constant. The philosophy of the school does not include the theory that graduates have received sufficient training to be experienced business workers but does hold to the idea that graduates should be given a thorough grounding in the fundamentals which lead to successful initial job placement.

### Business Machines

The business machines course originally carried the title of "office machines." The attempt of the school to meet the needs of the business community resulted first in the acquisition of six manual adding machines. The growth of the community and the expansion and the changes in the course were quite parallel. Several typewriters and a fluid duplicator were added first and, then gradually a cast-off calculator from the school district office and additional manual adding machines, both ten key and full keyboard, joined the inventory list. Today, some seven years later, the students are given an opportunity to pursue specific business learning situations involving the commonly used business machines.

The aims of the business machines course are consistent with the business typewriting counterpart. The acquisition of manipulative skill on each machine is a prime requisite. The filing unit, the teletrainer, the review of basic arithmetic computations are all co-ordinated to provide a sound knowledge of the requirements of a business office. Success in office occupations is not wholly dependent on machine skill. With this fact in mind, the student is directed in his learning process through units which emphasize the importance of personality factors. The development of initiative and the ability to follow directions and work harmoniously in simulated work conditions are provided by the organization of the work units. An office manager is named each week to provide student supervisory control, to give the students the chance to manage and supervise, as well as the opportunity to take direction from others.

The equipment currently available includes two spirit duplicators; a transcription machine; three electric calculators; six typewriters, three electric and three manual; and twelve adding machines, two electric and ten manual. A machines laboratory has evolved which is shared with bookkeeping classes meeting in nearby interconnecting rooms but which are scheduled at different periods to relieve congestion in machine use. Expanded full-day use of the equipment has thus increased the justification for the investment in capital outlay.

The content of the business machines course is comprised of self-contained units which blend the student's time between individual work on each machine and general class work involving the principles of filing, development of satisfactory personality factors, review of basic arithmetical processes, and the use of the teletrainer kit. The learning of the fundamentals of filing is implemented by teacher-directed activity and the use of a filing manual with practical problems and filing kits. The personality unit is made more timely and practical through the use of modern visual aids, supplemental reading in current literature, and panel discussions relative to the common office personality problems. Review of the basic fundamentals of arithmetic is necessary because many students have not had mathematics for several years. The modern business office has reduced much of the hand manipulation of figures through machines, but many of the smaller communities have yet to start the switch to office automation.

The office-like atmosphere of the classroom and the adjoining machine laboratory is an attempt to offer a closely simulated work situation. It is hoped that each student's chances for success in business will be enhanced by the acquirement of a strong foundation of basic information coupled with a consciousness of the importance of personality development.

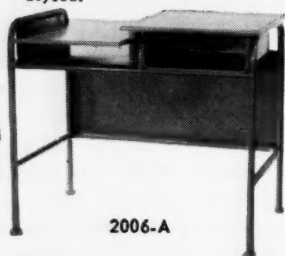
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# UNITED SERVICES

SHORTHAND

CAROL OSTNESS, Editor  
Stephens College  
Columbia, Missouri

## WOULD YOU HIRE YOUR OWN STUDENT?

*Contributed by Kermit Crawley, Stephens College,  
Columbia, Missouri*

OUT OF THE DUAL experiences as head of office personnel and chairman of the business education department of Stephens College for the past ten years, has evolved some definite ideas and ideals for business education majors which we have tried to integrate either directly or indirectly into the preparation of the students in our department. During this period of time we have come to some rather clear-cut views that have greatly affected our teaching practices.

Specifically, we have slowly and carefully curtailed our offerings in the skills and have urged students to make the most of courses in social studies, the humanities, philosophy, and mathematics. We have found that not only in our college setting but in more and more firms there is a demand for graduates who have a well-rounded background rather than just a skill background.

Formerly we offered four semesters of traditional shorthand and urged students to practice and practice until they could write 120 WAM. Today we offer in two semesters a simplified system of shorthand to our beginners, and urge them to reach 80-100 WAM and to acquire speed and mailability in transcription.

We used to stress speed, speed, and more speed in typewriting; now we take two semesters to build typewriting speed (and it is as high for most students as formerly obtained in three semesters); and we offer a third semester in which great stress is placed on production, processing of forms, and office procedures.

We formerly offered a course in filing. Today the typewriting teachers arrange for the students to study filing through practical experience in filing papers.

This new approach has made it possible for us to trim our offerings in quantity and yet to inject a note of quality that pleases parents, students, and employers.

After ten years of experience as director of office personnel and several hundred personnel interviews, I have also come to the conclusion that we as teachers do not always prepare our students for the realities of work. I believe that teachers of business students have a unique opportunity and a self-imposed responsibility to

find out what happens to their students and to know what kind of a society their graduates are emerging into.

Are teachers more concerned about maintaining the status quo for themselves than in effecting changes in the students that will fit them for modern business? The teaching of skills has become only one of the tasks of the teacher in helping students to be adequately prepared for employment. Isn't it amazing how rapidly hundreds of students have progressed in typewriting with little or inadequate stimulation from the teacher. This is not a cry for such teaching; it is a report on what has been done. Think how much greater the student would have done with expert guidance. Think of all the devices to ease the burden of teachers of skills today—visual aids, mechanical assistance, new and improved systems of shorthand, and so on. Even with all the tapes, wires, and records available, hundreds of teachers are still dedicated to standing in front of the class dictating to students.

We, at Stephens College, also believe that skill in human relations is a vital factor frequently overlooked in classroom teaching and therefore are endeavoring to help our girls obtain this skill. We have tried to point out to students that an attitude of eagerness to make good, to work, and to get a job done help a great deal in convincing a boss they are the person for the job.

An employer is favorably impressed by an applicant who makes him feel that securing a position with his firm is a selective process, not just a trial and error matter, and that she really does want very much to work for that particular person or business in a particular position. The applicant who looks the part receives immediate attention and then persistent attention if she has the basic qualities and skills being sought.

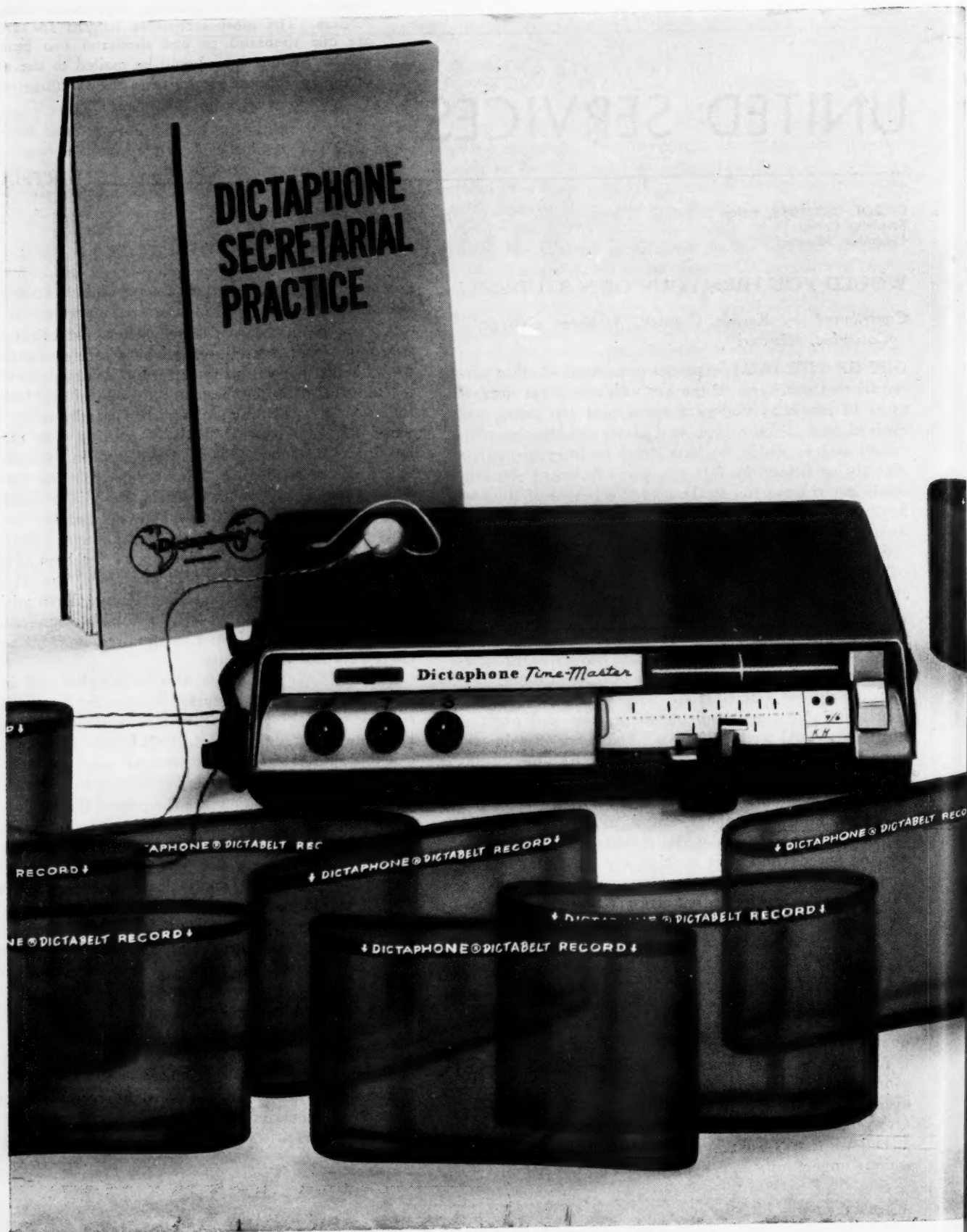
A curiosity for information marks a new employee in a very favorable manner. The girl who gets busy in the files and makes a mental note of the persons her boss writes to, gets a nod of approval from her boss when he does not have to cue her on minor details.

Attitudes students bring to business frequently handicap them. Some of these which we try to point out through indirect classroom teaching are laughing off

*(Please turn to page 42)*



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# UNITED SERVICES

## TYPEWRITING

RUSSELL HOSLER, Editor  
University of Wisconsin  
Madison, Wisconsin

### A MANUAL TYPEWRITING CORRECTION TECHNIQUE

*Contributed by John C. Peterson, University of North Dakota, Grand Forks, North Dakota*

WE HAVE ALL RECEIVED correspondence that was accurate in every way except that the general appearance of the letter was somehow unattractive. The letter contained cloudy spots and certain individual letters stood out on these smudges, in that they were much darker than the rest of the typescript.

Our attention was needlessly focused on these corrections. Consciously or unconsciously we formed a negative opinion of the writer. Yet, these negative impressions could easily be avoided in that almost every typist has been taught how to erase and correct errors—but has he been taught correctly?

As teachers, we have demonstrated the techniques of erasing and have emphasized the value and satisfaction created from a neatly made correction. Yet, every day thousands of letters are delivered containing corrections that stand out like a "sore thumb." Now might be a good time to ask ourselves, "Have we taught the principles of erasing and correcting errors that are most effective in hiding corrections from the reader?"

This article will not deal with the more general principles of error correction basic to all types of erasing. It will attempt, rather, to develop a concept and method of correcting typewritten errors so the reader will not know an error has been made.

In approaching the problem of erasing, typists should learn that correct erasing is fundamentally a technique of removing or transferring ink from the typewritten page to the eraser and then to scrap paper. This technique requires a minimum of three separate operations. To accomplish this, we need no materials except a typewriter eraser and a piece of scrap paper.

Before beginning the actual process of erasing, we must possess the knowledge that typescript is nothing more than wet ink. This can be demonstrated by rubbing one's thumb across the typescript. The smudging of the print will vividly illustrate that ink is wet and because of this fact it will easily smudge unless the utmost care is used when erasing. This smudging can be eliminated by removing the ink from the paper (rather than into the paper) in three separate and distinct operations.

With these principles or attitudes in mind we are now ready to make corrections. There are two basic considerations for the typist who makes errors and who strives for mailable copies: removing the error and correcting by touch.

This procedure involves three major steps that are repeated three times:

*Step 1.* Apply a clean eraser to the error by pressing the eraser lightly and moving it about four times in either an upward or downward motion depending upon the paper grain.

*Step 2.* By means of the eraser brush, remove the leavings that have collected on the paper.

*Step 3.* Then, transfer the wet ink on the eraser to a sheet of scrap paper by rubbing the eraser on the scrap paper.

Repeat these three steps a second and a third time. It is possible that a few more seconds have been taken to make this smudgeless correction; these few seconds, however, result in a neater and more mailable letter.

#### Correcting by Touch

We have now removed our error and are ready to type in the correct letter. If we use our forefinger in striking the appropriate key, the letter stands out darker and heavier than the rest of the typescript. Typists using this "hunt and peek" forefinger system of typewriting corrections have a tendency to place all their concentration and body movement into striking the correct key. This undesirable procedure results in a heavier and darker letter in the midst of our context. Obviously, this technique of the correction process should not be used.

Inserting the correct letter without calling attention to it is accomplished by placing our hands in the "home row" position and striking the correct letter by touch. By using this natural typewriting position, we now exert the same stroking force that is naturally employed when typewriting in context. For example, if we typed the word money and made the error of striking *i* for *e*, we would remove the *i* by the means described above. Our hands would then be placed on the home row and we would strike the *e* with the *d* finger. By using this natural touch position the letter *e* will not be accented but will appear in its natural normal intensity.

In summary, neat and undetectable corrections may be attained by following these few simple steps: remove the ink three times, brush away the leavings three times, and clean the eraser three times. Dark letters of heavy intensity can be eliminated by placing the fingers on the home row and then using the same touch to strike the letter or letters as would be used in a normal typewriting situation.

The very little extra time involved in these correction techniques will be justified by seemingly errorless copies. Why not take a few extra seconds to impress someone!



ROBERT SWANSON, Editor  
Ball State Teachers College  
Muncie, Indiana

### END-OF-FISCAL-PERIOD (EFP) WORK

*Contributed by LeRoy A. Brendel, Junior-Senior High School, West Hempstead, New York*

WHERE AND TO WHAT extent should end-of-fiscal-period (EFP) work be taught? Since, in many high schools there are at least two—and in some, three—"levels" of bookkeeping instruction, let us pursue each level separately.

The first level of instruction is Bookkeeping I-B (asic) sometimes referred to as recordkeeping. In this level the work should include EFP instruction through the trial balance only. If, at the end of one year, students of limited ability can handle problems and practice sets involving journalizing, posting, and taking a trial balance, and possibly control accounts with supporting schedules, much has been accomplished.

In Bookkeeping I-A—the second level of instruction—EFP work, while it will go further, should still be primarily on an acquaintanceship level.

Bookkeeping I-A students are better able to understand and perform the details involved in EFP work. Therefore, they should be challenged, not to the level of proficiency or vocational competency, but at least to know the over-all procedures for determining the ultimate purpose of keeping records, which is to furnish financial statements for managerial purposes.

End-of-fiscal-period work beyond the trial balance is more closely associated with the work of a professional accountant than with that of a bookkeeper. While in many smaller businesses the bookkeeper still completes the entire bookkeeping cycle, outside accounting agencies are more often called upon to do the EFP work. The reasons are obvious: (a) the filing of annual tax reports with the Bureau of Internal Revenue, and (b) the need for expert interpretation and advice on the financial condition of the business.

The bookkeeper who at least understands what the accountant is working towards can render much valuable help and at the same time grow professionally under the guidance of an expert in accounting.

Bookkeeping II, in some schools the third level of instruction, seems to be the most logical place to develop a fuller understanding of and a greater ability to handle EFP work. Generally, students who pursue advanced bookkeeping do so because of their interest in and an aptitude for such work; therefore, they are more likely to succeed in this work.

Some guiding principles that may be used in teaching end-of-fiscal period work at advanced levels are:

1. After initial instruction and follow up, give little, if any, help with the trial balance.

2. Do most EFP introductory work with round numbers. Develop understanding of the work sheet, the EFP entries, and the financial statements; do not cloud developments by including mental gymnastics in arithmetic.

3. Teach the work sheet as the "accountant's scratch pad." Let the student work it out in pencil—erase, mark over, cross out. Let him know that the work sheet is his business, just as it is the auditor's, whose work sheet, if used, is a means to an end.

4. Once basic principles have been learned, give little, if any, further help on the work sheet. Let the student make adjustments as he interprets the data given him.

5. Develop understanding that the work sheet is a "key" to completion of all EFP work. Trace carefully how EFP entries and the financial statements draw upon the work sheet for all their data.

6. Omit the trial balance adjustments columns—once learned, their use will be disregarded in later work.

7. Develop understanding of *what* goes into each section of the financial statements, *how* each part fits into the section, and *why* each part is there. Do not be too concerned with the correct form. In any office, copies of financial statements are in the files for reference.

8. Let the student prepare his financial statements; record and post his adjusting, closing, and reversing entries; and balance his accounts—all based on *his* work sheet. Do not insist on the student getting a "keyed" answer before permitting him to proceed. Let him work without fear of serious penalty for errors in judgment or computation—errors which provide excellent teaching devices in making entries after his books are closed.

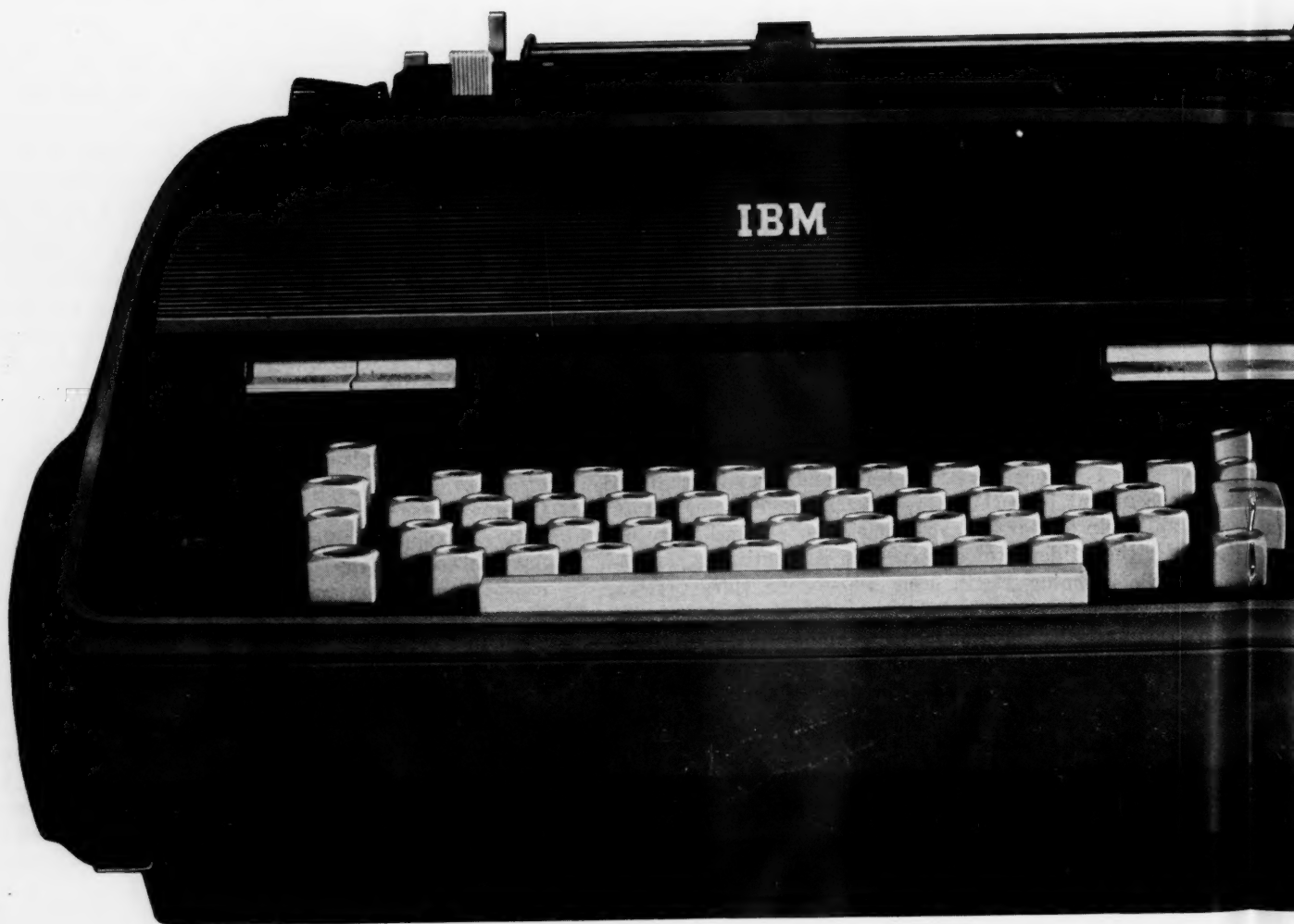
9. Once the student has completed his end-of-fiscal-period work, based on his work sheet, check his work with the "keyed" answer. Then, if an error exists, let him try to find the discrepancy. Give him help, if necessary, as an auditor would give it when auditing a set of books. The student should be given help in bringing his books and financial statements into agreement with the known facts.

10. Develop an understanding of the function of financial statements—to help management. Teach, at least on an acquaintance level, how to analyze financial statements to broaden the student's point of view beyond that of merely showing a net profit or loss.

11. Keep alert to changes and needs that may be brought about in end-of-fiscal-period work by the current and "so-called" age of automation.

In most of the high school bookkeeping instruction, then, end-of-fiscal-period work should be understood, but mastery of the skills need be developed only by the more advanced students who show promise of rising above the level of bookkeeping in the offices.

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# UNITED SERVICES

## BASIC BUSINESS

F. KENDRICK BANGS, Editor  
University of Colorado  
Boulder, Colorado

### THE CONCEPT APPROACH IN BASIC BUSINESS

Contributed by Jo Ann Hughes, San Diego, California

DO YOUR STUDENTS understand that money is bought and sold like any other commodity? This is one of the fundamental concepts students should gain from instruction in basic business education.

Significant features of our complex society, with its ever-changing activities, point up the increasing need for all individuals to acquire a thorough understanding of the economic world in which they live. Instruction in basic business education must be designed to enable students to make intelligent decisions relative to present and future business problems. It must deal with more than mere learning of facts and information which students tend to forget easily. Although it is recognized that business and economic facts and information are important, the learning process only begins here. Opportunities must evolve for students to interpret the facts and information presented and to *isolate broad meaningful concepts*. Perhaps even more important is an understanding of how these concepts apply in solving personal problems.

#### Developing a Concept

It is clear that if concepts are to be developed, instruction must be planned which will lead to this desired outcome. The problem essentially involved is that of organizing and presenting the content in such a manner that students will ultimately grasp the concept involved. It is immediately apparent that the content must be thoroughly familiar to the teacher and that the areas of desired understanding, abilities, and attitudes determined. Moreover, the teacher must formulate and present facts and information which will readily point up the fundamental concept. Then, and only then, will the concept be utilized and long remembered.

To illustrate, let us consider the concept previously stated—money is bought and sold like any other commodity. With the concept in mind, the teacher presents substantiating facts and information concerning money and its function in our economy. The following guide might be considered.

#### Objectives

1. To enable students to gain facts and information concerning the use of money.
2. To enable students to gain a wholesome and accurate concept of money as utilized in business and personal living.
3. To provide students with many opportunities to make wise decisions and to think through new concepts in solving their own personal money problems.

#### Content

1. What is money and why do we have it?
2. What forms of money were once acceptable?
3. What is money worth?
4. How does money aid in business transactions?

#### Facts and Information

1. Money is a cultural phenomenon which is commonly used and generally accepted as a means of payment in exchange for goods and services.
2. Stone slabs, wampum, fishhooks, cattle, and bronze rings are examples of what was once acceptable money.
3. The complexity of our modern society demands a convenient form of exchange; consequently, money, in form of identical units, has been developed.
4. Each piece of money has a fixed value which is placed upon it by the federal government.
5. The value of money is not wealth, but a claim on physical goods.
6. Money may be used to store up value for future use.
7. The price of money fluctuates like other commodities.
8. Money depreciates like any other commodity.
9. Lending the use of money to individuals by financial institutions constitutes a special significance in our money economy.
10. Money is a common denominator of expression.
11. Money has provided for a high standard of living through job specialization.
12. The use of money as a commodity provides for individual needs and desires.
13. When borrowing money, interest is rent for its use.
14. The intelligent use of money is vitally important in the economic well-being of our nation.

#### Activities

1. Have a committee collect clippings, cartoons, and other materials on the topic of money and then to arrange and post them on the bulletin board.
2. Have a committee make an exhibit or poster depicting old or primitive forms of money. Have students lead class discussion on the improvements made.
3. Many students have old coin collections. Encourage them to bring the collections to class for display.
4. Start the unit by asking students how they use money. In each instance encourage students to comment on how they might get along without money as we know it today.
5. Show the sound film "You and Your Money," which shows in cartoon style the travels and uses of a dollar.
6. Have students work in groups of three to conduct a survey on the importance and function of money. Following an outline of agreed questions each group should interview one of the following: (a) businessmen, (b) financial institutions, and (c) parents as consumers. After information is collected and evaluated, a presentation of salient points should be made to the entire class. Posters and bulletin boards will aid the presentation. The presentation should end with questions and answers from the floor.

#### References

1. *General Business*. South-Western Publishing Company, 7th Edition, pages 37-47.
2. *General Business for Everyday Living*. Gregg Publishing Division, pages 32-39.
3. *Money: Master or Servant*. Booklet from the Federal Reserve Bank of New York.

FORREST MAYER, Editor  
San Jose State College  
San Jose, California

### CO-ORDINEERING

*Contributed by William B. Logan, The Ohio State University, Columbus, Ohio*

HOW WELL does your distributive education program rate in "co-ordinateering"?<sup>1</sup> The best programs have a "co-ordinator" in charge. This person determines the quality of the program—he sets the pace. In fact, he is the key to everything that is done. Who is this "co-ordinator"?

Engineers work primarily with material things—distributive education co-ordinators work primarily with persons. Both, however, are builders. One builds bridges and buildings; the other builds character and careers.

The "co-ordinator" conceives his ideas at the drawing board in his classroom. He prepares the specifications and the plans for his students. He then oversees the development of his plans as he observes the students in action in the classroom and on the job. Finally, after much trial and tribulation, he presents his finished product to the world.

The ten-point rating scale for a distributive education program, which is given in connection with this article, has several uses. The co-ordinator may use it as a self-check. The area supervisor may use it as a device to determine the relative merits of one program as compared with another. The state supervisor may use the scale to establish goals or summarize the achievements of the state-wide program for the year. The teacher may use it as a guide for teaching. Examine the main headings of the scale. Five categories of individuals are represented; however, the interest, ingenuity, and effort of the co-ordinator will determine the quality and quantity of the obtained results. No amount of excellent equipment, outstanding students, and exceptional co-operation of merchants will offset the contribution of the co-ordinator to the program. Let's examine the points of the rating scale.

*Stature of the Co-ordinator.* The successful co-ordinator has stature in the community. He has earned this stature through demonstrated success in business, personal magnetism, an aggressive attitude, and through the development of a positive program for advancing the business community. In brief, he must be qualified for the job and have the ability to do things.

<sup>1</sup>Co-ordinating plus engineering equals co-ordinateering. This term is used by the contributor to emphasize the precision with which the distributive education co-ordinator must perform his job. The co-ordinator is part co-ordinator, part engineer, and part humanist.

For instance, he might operate an insurance agency, manage the student book store, or run a summer drive-in. He speaks forcefully on issues which require decisions and leadership. He has established an educational program involving management, supervisory, sales, and service personnel from local business establishments. The successful co-ordinator is highly respected in the business community.

*Quality of Leadership.* The leader is a person who is respected for his stature, his understanding of the needs of people, his knowledge, and his ability to get things done. He must be a student. He must know his subject. Therefore, he must be well read. He should subscribe to leading magazines in his field and have a large personal library of business literature. The co-ordinator must know how to get things done through people.

*Quality of Teaching.* The distributive education class should be known as the most interesting and challenging class in the school. It must be known as a class which is built on activities and group participation. The co-ordinator should use all types of visual aids effectively. His teaching must be outstanding and realistic.

Most states provide the co-ordinator with the needed tools, which include up-to-date and authoritative teaching materials. The co-ordinator must be a master teacher.

*Support of School Administration.* The sanction and support of the school superintendent and high school principal are necessary in the development of distributive education. The superintendent gives direction to the program in the selection of teaching personnel, in the securing of equipment and materials and in the decisions he makes concerning DE activities. The school administrator is a vital factor in distributive education.

*Quality of Distributive Education Students.* The quality of the distributive education program can be no higher than the students enrolled in the program. When the students are not good the program suffers. When the students are good or outstanding, all are happy.

Selection for DE should be based on grades, attendance record, participation in school activities, interest in selling, and a recommendation from at least one person outside the school who knows him well.

*School Acceptance.* The attitude of the "school" is significant. The term "school" includes the administrative office staff and academic teachers. Both must be reckoned with and handled with care and consideration for their own particular interests.

Teachers are concerned with the acceptance and continuation of their own areas of influence. Tread lightly

(Please turn to next page)

# UNITED SERVICES

## DISTRIBUTIVE OCCUPATIONS

anytime it is felt that some teachers might get the idea that distributive education is going to uproot their areas. To obtain their acceptance, not their refusal, use sound public relations principles.

*Support of Merchants.* The presence or absence of support of merchants either makes or breaks the distributive education program. The two groups which benefit from distributive education are students and businessmen. Without either, there is no program.

This point on the rating scale is to determine the degree and quality of the manifested support of merchants. How much support actually comes from merchants in the community? Who takes part? top management? middle management? supervisory personnel? Is the support limited to department stores? Do other stores, such as hardware, ready-to-wear, variety, and others show interest in participating? Keep the merchant interested by giving him something to do!

*Qualities of Physical Facilities.* As a workman needs tools to do a job, so a teacher needs equipment and materials with which to teach. The distributive education classroom should be functional so as to create the proper physical patterns and atmosphere which the student will encounter during his work experience. The classroom should look and feel as much like the job situation as possible.

The location of the room should be considered with care. It can be a public relations device for the school to show to visiting dignitaries. The distributive education room always has a considerable amount of activity going on. It usually has attractive displays. These can be shown to advantage.

The room should be modernistic. No one teaches a student to drive a "Model T." All modern ideas of design, lighting, color, and layout should be employed to create the impression that the student will learn the most modern of merchandising methods in this room.

*Quality of Instructional Materials.* Instructional materials should be selected with great care. There is probably as much or more material available in this field as in any other teaching area.

The teacher should first select a basic textbook. The textbook is the guide containing the fundamentals of the course. The textbook gives the student a feeling of confidence and belongingness.

The teacher should augment the textbook with materials furnished him by his State Department of Education, the teacher education college, and then select with care materials published by manufacturers, distributors, trade associations, and distributive education departments in other states. Use only the best materials.

*Effectiveness of State Leadership.* The quality of the total distributive education program will be in direct

proportion to the effectiveness of the leadership from the state department and the state teacher education colleges. The evidences of effective state leadership are (a) qualified personnel are in all positions of state leadership, and (b) members of the staff are promotion minded.

You, too, can be a "co-ordinator."

### How Does Your Program Rate?

DIRECTIONS: Rate each of the 10 points beginning with 10 for excellent, 7 for very good, 5 for fair, 3 for poor, and 0 for completely lacking. Add totals for each column and write total in Grand Score.

	Points	10	7	5	3	0
1. STATURE OF CO-ORDINATOR. To what degree does the program give evidence that the co-ordinator is accepted by the business people and by the school people?	-----					
2. QUALITY OF LEADERSHIP OF CO-ORDINATOR. To what degree does the co-ordinator provide the inspiration which demands followership?	-----					
3. QUALITY OF TEACHING. To what degree of excellence is the teaching in the DE classes?	-----					
4. SUPPORT OF SCHOOL ADMINISTRATOR. To what degree do the school superintendent and principal take an active interest in the business affairs in the community and in the DE activities in the school?	-----					
5. QUALITY OF DISTRIBUTIVE EDUCATION STUDENTS. To what degree are the distributive education students average or better?	-----					
6. SCHOOL ACCEPTANCE. To what degree is distributive education accepted by administrators, teachers and students as an integral part of the school?	-----					
7. SUPPORT OF MERCHANTS. To what degree do the merchants support the co-ordinator through providing adequate placement and training?	-----					
8. QUALITY OF PHYSICAL FACILITIES. To what degree are the physical facilities adequate for teaching?	-----					
9. QUALITY OF INSTRUCTIONAL MATERIALS. To what degree are up-to-date instructional materials and equipment made available to the students?	-----					
10. EFFECTIVENESS OF THE STATE LEADERSHIP. To what degree is state leadership active in the life of the DE program?	-----					
Totals	-----					
Grand Score	-----					

YOUR RATING: 100—*Par Excellence!*; 90—you are doing a fine job; 80—above average activities; 70—fair; 60—start checking, something is needed! There are so many good jobs for retired co-ordinators; 50—Well?



MARGUERITE CRUMLEY, Editor  
State Department of Education  
Richmond, Virginia

## EMPLOYER-SCHOOL RATINGS COMPARED

*Contributed by Margaret E. Andrews, Minneapolis Public Schools, Minneapolis, Minnesota*

HOW DO school evaluations of graduates reconcile with employer evaluations of these same students when they become employees? If the findings of a recent Minneapolis study are valid, these evaluations seem to compare quite favorably.

In the fall of 1957, a sample of Minneapolis employers was asked to complete a questionnaire on all Minneapolis students whom they had hired for office positions from the June 1956 graduating class. Eight diversified employers who hire large numbers of office workers co-operated in this study.

As soon as the companies had identified the students who were employed from the June 1956 graduating class, the names were sent to the schools. Evaluations were then made by the counselors and business teachers using the information available from the cumulative record cards. They were asked to rate students as they would have if employers had requested such ratings at the time of graduation.

The purposes of this survey were accomplished by determining answers to the following questions:

1. *To what extent do employers give employment tests?* Every employer in this study used tests. Almost all gave clerical, typewriting, and shorthand tests. In addition, some gave arithmetic, spelling, vocabulary, and general ability tests.

2. *Compared to other beginning workers, how did employers rate these students in skills and attitudes at the end of the first year of employment?* Students seemed to be performing on their jobs considerably better than the average beginning worker. Of the 194 students rated on performance in the skills area, 78 were rated better than average, 101 average, and only 15 less than average. In the area of attitude toward work, 93 out of 191 students rated were considered to be above average, 78 average, and 20 below average.

3. *Based on the students' school records, what kinds of job recommendations would the schools have given these students at graduation time in the areas of skills and attitudes?* The school records seemed to verify the belief of employers that most of the students in this study were average or above average, both in skills and attitudes. Of 182 students rated on skills, 59 were rated above average, 94 average, and 29 below average. Of the 183 students rated on attitudes, 82 were considered to be above average, 90 average, and 11 below average.

4. *To what extent do employer and school evaluations agree?* There were 182 students rated on skills by both

employers and schools. Nearly half of them (87 students) received the same rating by both employers and schools. There were 182 students rated on attitudes by both employers and schools. Again, close to half (80 students) were rated similarly by both groups.

5. *Where there were differences in employer and school ratings, which tended to rate higher?* Employers usually rated higher when there were discrepancies between school and employer ratings. In 95 cases where skills were rated differently by employers and the schools, there were 54 situations where the employers rated higher than the schools, and 41 where they rated lower. In the 103 cases where there were discrepant ratings of attitude, there were 64 situations where the employers rated higher than the schools, and 39 where they rated lower.

6. *To what extent are students using the highest skills for which they were prepared in school?* Since all questionnaires did not indicate both present job and initial job, and since the skilled level of some job titles was difficult to interpret, it seemed best to analyze only the use made of shorthand skills. In this area it appeared that of 81 students whom the schools reported as receiving shorthand preparation, there were 53 who did not appear to be using that skill on the job.

7. *How well do students who are hired remain on the job?* Of the 194 students hired between June 1956 and January 1957, only 101 remained at the end of the first year. Most of the "quits" were caused by students who left the job to attend school. The next largest number left due to marriage or they moved out of town. Relatively few left for another job. A few were fired.

### In Conclusion

This study was made to determine the relationship between school and employer ratings. If it were found that students whom the schools rated high were rated low by employers, then the schools would be concerned about raising standards. If major discrepancies in ratings were discovered, then the schools would need to study employer demands more carefully so evaluations could be based on actual business standards.

It is encouraging for schools to learn that the students they educate are performing satisfactorily as employees. It is disconcerting, however, to learn how few of the graduates use their maximum skills. Employers may understandably be disturbed by high turnover. This study points up the need for even closer co-operation between the schools and employers in planning education which will result in optimum placement—placement which will fully utilize preparation and assure maximum job performance and job tenure.

### Policies Commission Will Meet February 10-11

The Policies Commission for Business and Economic Education, inaugurated by the United Business Education Association and Delta Pi Epsilon, will hold its first formal meeting in Chicago on February 10-11. Although the commission is sponsored by these two groups, it is not involved in any way with the work of the sponsoring organizations. The purpose of the commission is to redefine the important role of business education in our total educational program and to develop recommendations for achieving that goal. It is to determine the purposes of business education, and publish and disseminate from time to time statements of proposed policy regarding the conduct of business education in the United States. The commission will seek to serve the interests of business education, general education, business, industry, and government. It is an autonomous body in that its studies and publications will speak for business teachers everywhere and further in that it will not be required to seek formal approval of the sponsoring bodies.

The commission, at its February meeting, will formulate a program of action. Each and every educator in the country and each and every businessman is urged to submit problems to the commission for its consideration. The commission will succeed in improving business and economic education only if there is wide participation on the part of many and if all join in helping the commission deal with important problems. Communicate your suggestions to any member of the commission today.

The two sponsoring organizations have appointed eight persons to the commission. These eight persons are to select four more members from education or business. The present members are S. Joseph DeBrum, San Francisco State College; Elvin Eyster, Indiana University; Hamden L. Forkner, professor emeritus, Teachers College, Columbia University; J. Marshall Hanna, The Ohio State University; Herbert Tonne, New York University; Dorothy Travis, University of North Dakota; Theodore Woodward, George Peabody College for Teachers; and Theodore Yerian, Oregon State College.

The presidents and executive secretaries of the sponsoring organizations will serve as ex officio members of the commission. They are Vernon Mussel-

man, University of Kentucky, UBEA president; Hollis Guy, Washington, D. C., UBEA executive secretary; Dorothy Veon, The Pennsylvania State University, DPE president; and Ruth Anderson, North Texas State College, DPE executive secretary.

Dr. Forkner is currently serving as temporary chairman of the commission. Dr. Forkner's address is 106 Morning-side Drive, New York 27, New York.

### International Division

Pertinent information concerning the work and services of the United States Chapter of the International Society for Business Education is now available for distribution to business teachers. This publication summarizes the early history of ISBE, dating back to 1901, and gives present facts and figures relating to the growth of this organization. Teachers will find it useful for supplying students, colleagues, and businessmen with information about the vital work of international business education. Copies of this publication may be secured from United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

### We Salute . . .

#### . . . Jessie Graham

Jessie Graham, a prominent member of UBEA, was selected as the 1958 recipient of the John Robert Gregg Award in Business Education. Dr. Graham is a former supervisor of business education in Los Angeles and until recently taught at the University of Southern California.

From 1950 until 1956, Dr. Graham was a member of the Board of Trustees of the Future Business Leaders of America. In 1957, friends established the Jessie Graham Award which is presented annually in her name to the outstanding chapter of the Future Business Leaders of America in California. She has been a vice-president of UBEA and a vice-president of the Research Foundation of the United Business Education Association. In August 1958, she represented the U. S. Chapter of the International Society for Business Education at the International Economics Course in Belgium.

The following citation, inscribed upon a scroll, was presented to Dr. Graham:

### NEA Corner

● Two problems of major concern are to be stressed during the second annual observance of Teaching Career Month, in April, according to T. M. Stinnett of the NEA's National Commission on Teacher Education and Professional Standards. These are (a) that the principal burden of the current teacher shortage will continue to be in the elementary schools, and (b) the fact that still too many teachers are leaving the profession. An attempt will be made to interest qualified students in becoming teachers in an effort to help cut down the expected 85,000 teacher deficit.

The American teacher was spotlighted in last year's observance through newspaper editorials across the country and in school ceremonies honoring teachers. Thousands of booklets on teaching were distributed to parents, students, and to the general public. Plans for the 1959 Teaching Career Month are already under way in many communities. The leaflet "You Can't Pull Good Teachers Out of a Hat" lists special materials that are available. For a copy of this leaflet, write to: Teaching Career Month, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

"To Jessie Graham—for her invaluable contributions to the development and advancement of business education in the United States; for her unique and far-reaching influence on business-teacher education throughout the country; for her distinguished record as a supervisor of business education in the city of Los Angeles; for her stature as a scholar; for the meticulous accuracy and professional integrity of her educational research; for her notable contributions as author, editor, and lecturer; for her tireless and selfless devotion to teaching; for her imaginative and constructive participation in workshops, institutes, conventions, and programs; for her inspired leadership in professional organizations in business education; for her generous giving of time and talent to worthy community projects; for the high professional standards, the sagacity, and the wisdom which have characterized her entire career; and for her qualities as a person and teacher whose warmth and charm have endeared her to thousands who have had the privilege of studying and working with her."

## LET'S GO UNITED!



An association is its membership and its program of services. An association is made possible through the dues paid by a large number of persons and the contribution of time and talents of a group of persons who serve as its executive officers, editors, advisers, and representatives—the working force. The persons who aid in expanding the membership of UBEA and its affiliated associations are known as members of the UBEA 10,000 Club.

The Expanded Program of Action for Business Education proposes that each member accept the challenge to aid in building a strong profession on all levels

—local, state, regional, and national. To this end the names of persons listed on this page have made a good beginning by inviting the active support of their colleagues in formulating and realizing a program of action not only for business education but for the total program of education. We salute the leaders in business education who qualify for membership in the UBEA 10,000 Club as this issue of the FORUM goes to press.

You, too, are invited to become a member of the 10,000 Club by lending your active support to this important phase of the Expanded Program of Action for Business Education. The requirement is reasonable—three or more memberships for UBEA.

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## Announcing the

### 1959 PROFESSIONAL AWARD IN BUSINESS EDUCATION

The United Business Education Association announces the 1959 Professional Award in Business Education available to business education graduates. The Professional Awards Program, now in its fifth year, has received national recognition as an outstanding contribution to business teacher education.

The award is to be made to the outstanding graduate of the business education curriculum at each teacher education college or university which is a member of the National Association for Business Teacher Education.

The Professional Award for outstanding achievement consists of:

1. A one-year professional membership in UBEA. This membership is for the Comprehensive Service and includes full active privileges in the united associations and the four UBEA Divisions plus a year's subscription to BUSINESS EDUCATION FORUM, THE NATIONAL BUSINESS EDUCATION QUARTERLY, bulletins, and special releases.
2. A bound volume of the BUSINESS EDUCATION FORUM covering the publication year to be completed in May.
3. A special simulated-leather binder for filing issues of the FORUM for future reference.
4. An attractive Award of Merit certificate suitable for framing.

The sponsors sincerely hope the award will help to stimulate professional interest and development through active participation in professional organizations.

Representatives of the NABTE member schools should select their candidate now. This will insure delivery of the binder and contents prior to graduation. Please send the nomination not later than March 30 to Hollis Guy, Executive Director, United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The Professional Award in Business Education meets a long standing need for an award with a truly professional emphasis. Be sure to take advantage of it. Act now!



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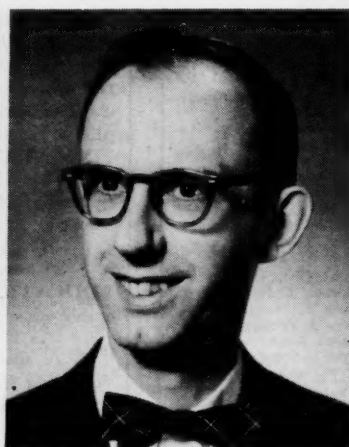
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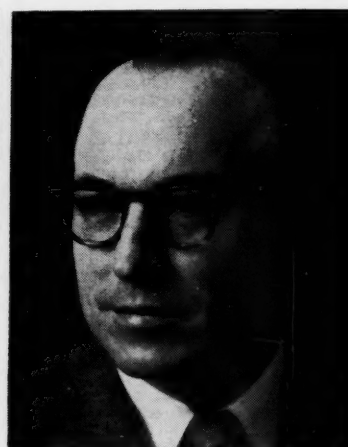
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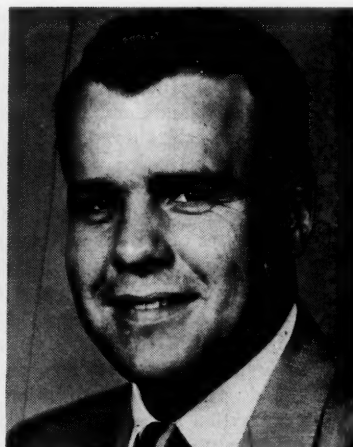
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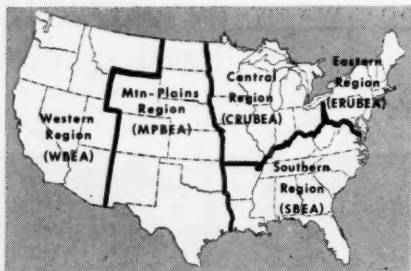
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## UBEA REGIONAL and AFFILIATED ASSOCIATIONS

*The announcements of meetings, presentation of officers, and special projects of affiliated and regional UBEA associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA region which has unified its program of activities with UBEA and has representation on the National Council for Business Education.*

### CENTRAL REGION

#### CRUBEA

Delegates to the UBEA Representative Assembly in the Central Region met in Indianapolis, Indiana, on October 23-24. Those present were the three National Council members from the Central Region, E. L. Marietta, East Lansing, Michigan; James T. Blanford, Cedar Falls, Iowa; and Lorraine Missling, Milwaukee, Wisconsin; and affiliated association delegates in Missouri, Mary Bakke; St. Louis Area, Audrey Siebert; Ohio, Mary Houser; Chicago Area, Eileen Schutte; Wisconsin, Ken Grove; Michigan, Frank Lanham; Indiana, Ray Arensman and R. G. Foland; and Illinois, Harves Rahe.

Each delegate reported on business education activities within his respective state. Along with a sharing of ideas and experiences, the group discussed the activities of UBEA and suggested specific ways for the implementation of services.

Meeting in conjunction with the Representative Assembly was the Executive Board of CRUBEA. Topics included in the discussion were membership activities and promotion, unification of business education associations, communication between the national organization and individual members, and the utilization of the services of UBEA. A speakers bureau is being organized as one of the projects of the Executive Board in the Central Region.

The next meeting of the Board is tentatively scheduled for March 19 to 20, 1959. The Representative Assembly for the Central Region will be held on March 20. Both meetings will be at the Statler Hotel in Detroit, Michigan.

#### Minnesota

The 1958 state meeting of the Minnesota Business Education Association was held October 23 and 24 in Minneapolis.

An outstanding program was presented with leading business educators speaking in all sectional meetings. Paul A. Carlson, Wisconsin State College, Whitewater, spoke on "The Pain of New Ideas in the

Teaching of Bookkeeping." Floyd Crank, Northern Illinois University, DeKalb, addressed the basic business section; Charles E. Zoubek, Gregg Publishing Division, McGraw-Hill Book Company, New York City, spoke on "Neglected Factors in Transcription"; Earl G. Nicks, Underwood Corporation, New York City, addressed the typewriting section; and John A. Beaumont, U. S. Office of Education, Washington, D. C., presented a talk on "Developments and Trends in Distributive Education in the United States." Speaking to the section on clerical practice was Fred Archer of the Gregg Publishing Division, McGraw-Hill Book Company, New York City. Charles A. Kauzlarich, Northeast Missouri State Teachers College, Kirksville, addressed the business teachers at the noon luncheon.

At the business meeting following the luncheon, Morgan I. Thomas, of Mankato State College, was elected president of the association. Marcella Hammer of Edison High School, Minneapolis, was elected vice-president; Gladys Mays of Harding High School, St. Paul, was elected secretary; and Mary Libera of Alexandria, was elected treasurer.

#### Illinois

Gladys Bahr, president of the Illinois Business Education Association, has announced the program for the annual convention which will be held in Peoria on March 19-21. The first general session on Thursday afternoon will feature an ad-

dress by William A. Clarey, Bradley University, Peoria. Thursday evening is the annual "IBEA Get-Together" with Mary I. Francis, Southern Illinois University, and Homer Ely, Bradley University, as chairmen.

The IBEA breakfast and business meeting on Friday morning will be followed by three divisional meetings. Elizabeth Melson, University of Illinois, and Doris Crank, DeKalb Junior High School, will discuss "Teaching Office Machines by the Process Method." A. B. Dick, Jr., president, A. B. Dick Co., and C. Virgil Martin, president, Carson Pirie Scott and Company, will speak on the topic "A Look Ahead in Business—Office and Distributive." The third section, "Guidance in Business Education," will include a panel headed by C. A. Michelman, chief, Occupational Information and Guidance Service, Illinois State Board of Vocational Education.

A high light of the Friday luncheon will be the address by D. D. Lessenberry, University of Pittsburgh, entitled "The Race We Run." At the second general session, a panel moderated by Ada Sonner, Taylorville Community High School, and Mary Downen, East Richland Community High School, Olney, will present "Educating Students to Meet Employment Requirements."

"An Idea Exchange" will be featured at the closing session on Saturday morning. Leader for the session is Thelma Phillips, Centralia Township High School and Junior College.

ILLINOIS . . . Officers of the Illinois Business Education Association include (front) Clea Whitacre, Marion, first vice-president; Gladys Bahr, Winnetka, president; Arcile Reese, Anna, treasurer; (back) Ralph Mason, Urbana, secretary; and Herbert Ross, Alton, second vice-president.





## Wisconsin

At the convention of the Wisconsin Business Education Association held at Milwaukee, November 6-8, the following officers were elected: Kenneth Grove, West Allis Central High School, president; Kenneth Jorstad, Oshkosh High School, vice-president; Evelyn Kronenwetter, Kenosha High School, second vice-president; and Jean Costello, Nicolet High School, Glendale, was re-elected secretary-treasurer. Mrs. Roy Waterstreet, Algoma High School, was elected to the executive board. Other members of the executive board are Gaylord Apelin, Lincoln High School, Manitowish; Viola Norton, West High School, Madison; and J. M. Greene, Wisconsin State College, Whitewater.

## MOUNTAIN-PLAINS REGION

### South Dakota

The South Dakota Business Education Association held its biennial state meeting in Huron on November 6-7. President Lillian Simonette presided.

A noon luncheon was held where approximately 100 business educators heard Hamden L. Forkner, professor emeritus, Teachers College, Columbia University, speak on the topic: "Do We Dare to Venture?" Dorothy Travis, immediate past-president of UBEA; Thelma Olson, a member of the M-PBEA executive committee; and Esther Knutson, a member of the UBEA executive board, were in attendance.

On the afternoon of November 6, Dr. Forkner spoke again; his topic was "Are We Getting the Most for the Time We Spend?" Thelma Olson, UBEA membership chairman for South Dakota, reported on membership; Hulda Vaaler, Pat Ptak and Georgeann Dykstra reported on the M-PBEA Convention which was held in Rapid City, South Dakota, last June.

On November 7, Miss Travis spoke on "Enriching Advanced Typewriting Through the Use of Office Practice." A business meeting followed at which time new officers for the next two years were elected. H. F. Spiry, Mobridge High School, was elected president; Clara Ollenburg, Washington High School, Sioux Falls, vice-president; Georgeann Dykstra, Avon High School, secretary; and Thelma Olson, Brookings High School, treasurer. Delegates were elected to the representative assembly of M-PBEA to be held next June. They are Georgeann Dykstra and Lois Von Seggern.

## New Mexico

"Automation and Business Education" was the topic for William R. Pasewark, Texas Technological College, Lubbock, in his address to the New Mexico Business Education Association meeting during October.

Officers elected for the new school year are Rebecca Lutz, Grants High School, president; Frank Gilmer, Valley High School, vice-president; Eva Glaese, University of New Mexico, secretary; and Wanda Lee, Artesia High School, treasurer.

## Oklahoma

New officers elected at the October meeting of the Oklahoma Business Education Association are Veda Gingerich, Will Rogers High School, Tulsa, president; William W. Ward, Southwestern State College, Weatherford, vice-president; and Gordon Culver, Oklahoma State University, Stillwater, secretary-treasurer.

Delegates to the UBEA Representative Assembly from Oklahoma are Adele Thompson, Oklahoma College for Women, Chickasha; Della Schooling, Capitol Hill High School, Oklahoma City; Zola Gilmore, Panhandle A. and M. College, Goodwell; Charles Barnes, Wewoka High School, Wewoka; and Roy Blackwood, Blackwood College, Oklahoma City.

Projects for the association include the development of a handbook for business education within the state.

## Wyoming

The Wyoming Business Education Association held meetings in conjunction with the state education association in Cheyenne in October.

"Curriculum Improvement in Business Education" was the subject of a talk by Francis Unzieker of South-Western Publishing Company at a morning meeting. At a luncheon attended by 64 business education teachers, Ramon Heimerl of Colorado State College discussed the "Importance of Business Education in Secondary Schools." M. C. Mundell, College of Commerce and Industry, University of Wyoming, spoke on "Trends in Business Education Curriculum on the College Level."

Newly elected officers include David Gillespie, Jr., Cheyenne, president; Barbara Rainey, Rock Springs, vice-president; and James Zancanella, University of Wyoming, secretary-treasurer. Margaret Williams, Laramie, will be in charge of

the newsletter and James Thompson, Buffalo, will continue as membership chairman.

New district representatives elected are Charles L. Carlson, Thermopolis; Gene Hunt, Meeteetse; Betty Jording, Wheatland; Elsie Michalke, Casper; Delmar F. Petzold, Newcastle; and Mildred Stroud, Rock Springs.

## Kansas

The state convention of the Kansas Business Teachers Association is scheduled for Hutchinson on April 4. Officers of the association chosen at the Garden City November meeting are: Warren Peterson, Plains, president; Helen Trotter, Topeka, vice-president; Winifred Ketch, Augusta, secretary-treasurer; and Fred S. Jarvis, Abilene, executive secretary.

Members of the Board of Directors are Jesse Teele, Topeka (Northeast); Ruth Koutz, Neodesha (Southeast); Elva Gillett, Ulysses (Southwest); Thelma Daggett, Goodland (Northwest); and Ephner Bowin, Parsons (past president).

## Texas

The sixth annual meeting of the Texas Business Education Association was held November 28, in Fort Worth. The president, Avis Deavers, Abilene High School, presided at the luncheon and business meeting.

During the afternoon session businessmen and business teachers discussed topics related to the theme of the convention, "The Challenge of the Jet-Atomic Age to Business Education." The group topics, and participants who exchanged ideas concerning the educational developments brought about by scientific and technological progress, follow:

Group I, "Basic Business Problems Confronting Education," was lead by C. C. Callarman, West Texas State College; Group II, "The Challenge of Economic and Financial Change," by Warren Caster, South-Western Publishing Company; Group III, "The Modern Secretary in a Changing Age," by Marjorie Keaton, Texas Christian University; and Group IV, "Speeding Office Procedure with Modern Machines," by Mrs. W. L. Tipps, Abilene High School.

Speakers representing the viewpoints of businessmen included Jack Vaught, vice-president, First National Bank, Fort Worth; Della Bates and Roger Hughes, Jr., International Business Machines Corporation; Leslie C. Peacock, financial economist, Federal Reserve Bank of Dallas; and Mrs. Doyle Gray, secretary,

## IN ACTION

West Texas Utilities Company, Abilene. Speakers giving educational viewpoints were Jessie Sims, Texas Women's University; C. N. Millican, Hardin-Simmons University; and Mrs. Charles Nunn, Sweetwater High School.

The following officers were elected for 1958-59: president, Marjorie Keaton, Texas Christian University; vice-president, Kathleen Barnard, San Antonio College; treasurer, Fannie Reeves, Midland High School; reporter, Peggy Willis, Abilene High School; and historian, Mittie L. Coston, San Angelo High School. Ruth Anderson, North Texas State College, will continue as executive secretary. Woodie Smith, Breckenridge High School, elected last year for a three-year term, will represent the association on the executive committee of the Mountain-Plains Business Education Association.

### EASTERN REGION

#### Pennsylvania

At the annual December meeting of the Pennsylvania Business Educators Association, new officers were elected. They are Gladys K. Worth, Coatesville, president; Beatrice Hicks, Indiana, first vice-president; John Aichele, Hershey, second vice-president; Edith Fairlamb, Reading, secretary; and William Whiteley, Reading, treasurer.

Catherine Coleman, Director, Bureau of Teacher Education, Pennsylvania Department of Public Instruction, talked with the group about trends in certification requirements for business teachers. As a result of the discussion, a committee headed by Thaddeus H. Penar of Grove City College was instructed to study the present certification requirements for Pennsylvania business teachers and to make recommendations for desirable changes.

The Spring Conferences of the Eastern Section and Western Section of the Pennsylvania Business Educators Association are scheduled for April 11 at Abington, and April 18 at Beaver Falls, respectively.

The Eastern Section meeting will feature two major discussion sessions and a luncheon. The five groups in the first session (bookkeeping and business arithmetic, shorthand and typewriting, office practice, distributive education, and basic business) will discuss "The Enrichment of the Business Department Via the Classroom."

The second session will use the topic "The Enrichment of the Business Department Via the Community." This session will be divided into groups covering such subjects as the co-operative program and a day with management.

"What's Ahead for Business Education" will be the theme of the Western Section meeting. D. D. Lessenberry, University of Pittsburgh, will address the general session. Group meetings are to include discussions on bolstering the business education programs by the use of an advisory committee, fostering better community relationships by a good public relations program, a good working relationship with school administrators on business education problems and needs, and improving the business education program by better teaching. The discussants will be John Pendery, South-Western Publishing Company; Arthur F. Nicholson, State Teachers College, Indiana; Joseph Pallone, Monessen Public Schools; and Howard Newhouse, McGraw-Hill Book Company. Lawrence Smith, Beaver Falls, will address those at the luncheon meeting on "Is Teaching a Profession?"

#### ERUBEA

Delegates from the Eastern Region of UBEA met recently in New York City for their semiannual session of the Governing Board. Those in attendance included Anna Eckersley, Connecticut; DeWayne Cuthbertson, District of Columbia; James Brown, Maryland; Bruce Jeffery, Massachusetts; Martha Lefebvre, New Hampshire; Milton C. Olson, New York and vice-president of UBEA; and Eastern Region National Council Members Louis C. Nanassy, New Jersey; Lucy D. Medeiros, Rhode Island; and Walter Brower, New Jersey. Hollis Guy, Executive Director of UBEA, was also in attendance. Dr. Nanassy presided.

The reports on business education activities within the national organization set the stage for a discussion of membership promotion and the utilization of the existing services of UBEA.

Various facets of the membership promotional campaign in several states were brought before the group for discussion and evaluation. Membership reports for the past years show a steady increase in UBEA membership within the Region.

Plans are being formulated for a Representative Assembly to be held in Washington, D. C., at the NEA Educational Center the first week end in March 1959.

#### Connecticut

The fall luncheon meeting of the State Department of Education and the Connecticut Business Educators' Association was held recently in Bridgeport. Over 100 teachers were in attendance.

The president, Agnes K. Fahey, presided at the meeting. Paul M. Boynton of the State Department of Education introduced the guest speaker, James R. Meehan, Hunter College, New York City. Dr. Meehan spoke on "Recent Trends in Business Education."

The annual convention of the association will be held at Teachers College of Connecticut in New Britain on May 9, 1959.

#### New Jersey

Members of the New Jersey Business Education Association met in Atlantic City on November 7 with L. Millard Collins of the International Business Machines Corporation, New York City, as the guest speaker.

Officers of the association elected at their spring meeting are Mary F. Bierstadt, Red Bank High School, Red Bank, president; Walter A. Brower, Rider College, Trenton, vice-president; Florence C. Adamo, Vineland High School, Vineland, secretary; and Margaret Morrison, Union High School, Union, treasurer. Rose De Rosa, Northern Valley Regional High School, Demarest, is editor, and Harry W. Lawrence, Cranford High School, Cranford, is immediate past-president.

Members of the Executive Board are James A. Allen, Morristown; Anthony Jannone, Newark; Albert J. Rossi, Clementon; Irene G. Alliot, Jersey City; Lillian Chance, Mt. Holly; Ruth Danforth, Pleasantville; and Robert D. Joy, Trenton.

Mrs. Bierstadt is the representative to the 1958-59 UBEA Representative Assembly for the Eastern Region.

#### Maryland

The newly elected president of the Maryland Business Education Association is Wendell Sheets, Southern High School, Baltimore. Other officers elected at the fall meeting of the association are Lena Clemmer, Glen Burnie High School, Glen Burnie, vice-president; Katherine Flynn, Oxon Hill High School, Prince Georges County, secretary; and Esther Hager, Hagerstown, treasurer.

The guest speaker for the session was Elvin S. Eyster, Indiana University,

Bloomington. Dr. Eyster's topic was "Business Teachers at Their Best." In dynamic fashion, he presented the challenges not only to business education, but to all phases of education. He described the role of the teacher in coping with these challenges, the relationship between business and education, the characteristics of the superior teacher, the professional attitude of the superior teacher, and the abilities and qualities that the student sees in the teacher.

## SOUTHERN REGION

### Virginia

On October 30-31, 153 members of the Virginia Business Education Association attended the annual fall convention in Richmond.

Anne Scott Doughtrey, Maury High School, Norfolk, was elected president of the association. Harvey Coppage, McLean High School, McLean, was elected first vice-president.

The following business teachers were elected to fill the eight expired terms on the Board of Directors: Grace Burcher, Warwick High School, Warwick; Carl Jorgensen, John Marshall High School, Richmond; Margaret A. Jones, Galax High School, Galax; Kenneth Neathery, Virginia Polytechnic Institute Extension, Danville; Bernan Scott, Blue Stone High School, Chase City; Wilma Allen Speight, Thomas Jefferson High School, Richmond; Neda Bine Tucker, Thomas Jefferson High School, Richmond; and Rebecca Whitlock, James Wood High School, Winchester.

Alpha Spitzer, Falls Church High School, Falls Church, will complete an unexpired term as second vice-president, as will the treasurer, Richard Green, Washington-Lee High School, Arlington, and the recording secretary, Eunice Smith, Christiansburg High School, Christiansburg.

Additional members of the Board with terms expiring in 1959 and 1960 are Martha Anderson, Bedford High School, Bedford; Betty Lou Breeden, Garfield High School, Woodbridge; Joseph F. Gambill, Middle River High School, Weyers Cave; Beulah Jones, Covington High School, Covington; Elsie Proffitt, Andrew Lewis High School, Salem; Alpha Spitzer, Falls Church High School, Falls Church; Mary F. Turner, William Byrd High School, Vinton; Mable L. Williams, Hermitage High School, Richmond;

### TRANSFER OF RECORDS . .

Ina Doty, Logan (left), immediate past-president of the Utah Business Teachers Association, is shown as she transfers the association's records to the new president, Iris Irons from Salt Lake City.



Dorothy Cheatham, Halifax High School, South Boston; Lloyd Gaskins, Great Bridge High School, Norfolk; Ray Hooper, Virginia High School, Bristol; Anne McCall, Culpeper High School, Culpeper; Claire Craun, Waynesboro High School, Waynesboro; Sue Rowe Lambert, Thomas Jefferson High School, Richmond; Jackie Williams, Richmond Professional Institute, Richmond; and Betty Browning, Wakefield High School, Arlington.

Russell Johnston, Richmond Professional Institute, Richmond, and Carl Jorgensen, John Marshall High School, Richmond, were chosen as the official delegates for the Virginia Business Education Association to the UBEA Representative Assembly at the Southern Business Education Association convention in Columbia, South Carolina.

### Louisiana

Hulda Erath, Southwestern Louisiana Institute, acting president of the Louisiana Business Education Association, presided at the annual business meeting of the association in Alexandria on November 24. Madeline S. Strony, McGraw-Hill Book Company, spoke at the morning session on "What Motivations Will Be Necessary in Our Shorthand Classes of Tomorrow?"

Paul S. Lomax, professor emeritus of New York University, spoke at the luncheon session on "Better Guidance for Business and Business Teachers." The annual meeting closed with a business machines demonstration conducted by L. M. Collins, International Business Machines Corporation.

The Southeastern District meeting of the Louisiana Business Education Association was highlighted by an address, "Harmony in the Classroom," by Hulda Erath, Southwestern Louisiana Institute. Following Miss Erath's address, a panel discussion was held on the "Growth of

the Teacher." Louise Kinney spoke on "Office Experience," Howard Norton's topic was "Further Education," Doris Sweat discussed "Service to Others," and Wilda Douglas spoke on "Participating in Your Professional Groups." Norval Garrett acted as moderator for this panel discussion.

Luther Hodges of Kentwood High School and vice-president of the Southeastern Business Education District, presided as chairman of this conference-luncheon meeting, which is held annually to promote the growth and advancement of business education. Louise Kinney, Baton Rouge High School, was elected vice-president of the Southeastern District for the coming year.

### Mississippi

Members of the Mississippi Business Education Association met November 1, at Delta State College in Cleveland for the annual state-wide Fall Conference. Vernon V. Payne, North Texas State College, conducted a typewriting demonstration and lecture, "Teach It Right—The First Time." Frank M. Herndon, Mississippi State College for Women, moderated a panel of business teachers in a question and answer period.

Maxie Lee Work, University of Mississippi, president of the association, and Willie Ewell, Mississippi Southern College, vice-president, presided at the conference.

## WESTERN REGION

### Montana

Officers elected for the 1958-59 year for the Montana Business Teachers Association are Earl Lutz, Lewistown, president; John Jones, Fort Benton, vice-president; Meredith Bear, Cut Bank, secretary; and Ruth-Ann Schreaber, Belt, treasurer.



## IN ACTION

Mary Riley, Billings, is the UBEA representative from Montana.

E. E. Wanous, South-Western Publishing Company, San Francisco, spoke to the group. Margaret Chastain, Worland, was chairman of a panel on "Transcription and High Button Shoes." Other members of the panel were Louise Waters, Manhattan; Edward Kadrmas, Glendive; Howard Porter, Billings; Warren Smith, Joliet; Evelyn Isaac, Miles City; Beulah Morris, Great Falls; Earl Lutz, Lewistown; and E. E. Wanous.

### Idaho

Loretta Dunnigan, Coeur d'Alene, is the new president of the Idaho Business Education Association. Other officers include Rose Prebyl, Pocatello, vice-president; Robert Rose, Boise, treasurer; and Ruth Anderson, Moscow, secretary. Helen Johnson is the UBEA-WBEA membership chairman for Idaho. The state convention is scheduled for April 17-18 at North Idaho Junior College.

District No. 1 held its meeting on October 6. Virgil Dalberg, Wallace, was chosen to serve a third term as chairman. Robert Kessell, University of Idaho, addressed the group on "Standards for Business Education." In the afternoon session, Harold Leffel and Robert Falkner, Spokane, Washington, conducted a discussion on automation.

Dr. Kessell was also the speaker at the fall meeting for District No. 3 at Boise. He discussed "Bookkeeping Procedures." Elizabeth Jensen, Caldwell, was elected president; Dorothy Lee, Boise, vice-pres-

ident; and Nell Iddings, Boise, secretary-treasurer.

The first fall meeting for District No. 5 was held at Pocatello. A panel discussion, "Automation and Business," was conducted by Frank Seeley, C. A. Tallberg, and Charles Lamb, Pocatello businessmen, and Stan Kendrick, McGraw-Hill Book Company. Sheldon Jones, Arimo, was elected president; Betty Maxwell, Pocatello, vice-president; D. Platt Woodland, Arimo, secretary; and George E. Mylroie, Dayton, treasurer.

Officers of District No. 4 are P. Alfred Riechers, Filer, president; and Dorothy Pressey, Twin Falls, vice-president.

### Oregon

The Oregon Business Education Association will be host for the 1959 Convention of the Western Business Education Association to be held in Portland on March 18-21.

Officers of the Oregon association are Elva Martin, Portland, president; Charles Wacker, Bend, vice-president; May Oka, Beaverton, secretary; and Dorothy Reep, Hood River, treasurer. Edna Jesseph, Tillamook, is the bulletin editor and Theodore Yerian, Corvallis, is consultant.

Regional representatives are Grace Palmer, Hillsboro; Nina Nelson, Aurora; Wendell Heintzman, Albany; George Peterson, Eugene; Leonard Love, Coos Bay; Stewart Hopper, Eagle Point; Sarah Stein, LaGrande; Helena Edwards, Elgin; Veral Pederson, The Dalles; Arizona Sawyer and Glenn Hill, Portland.

### Nevada

The Southern Nevada Business Education Association was organized in March 1958. The first official meeting was held on May 15, 1958, at Boulder City. On September 27, the members met at Henderson and agreed to hold meetings each six-week term during the school year. They are working on projects for developing uniform standards in business subjects and a course of study for advanced typewriting.

The current officers are Lacrete Lope-man, Henderson, president; Carl Smith, Las Vegas, vice-president; Lavetta Derefelt, Las Vegas, secretary; Martha King, Boulder City, treasurer; and Richard Millhouse, Las Vegas, reporter.

### California

Louis Gentile, president of the California Business Education Association, reports that the annual convention will be held March 21-23, in Long Beach. Persons from industry, government, and business will speak at the general and subject area sessions. The theme of the convention is "What Does Business Consider Business Education?" Jack Bosna, convention chairman and president of the Southern Section, promises tours to Disneyland, Marineland of the Pacific, Knott's Berry Farm, and the Long Beach Harbor.

The Southern Section of CBEA held its annual fall meeting November 15 in the Beverly Hills High School. Reports

(Please turn to page 40)

## Guidance in Business Education

### Personality Traits in Business Classes

#### Guidance Counselor's Role in Business Education

#### Guidance in Work Experience Programs

#### Cumulative Record in Guidance

#### FBLA's Contribution to Guidance

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# The Southern News Exchange

Published by the Southern Business Education Association, a Region of UBEA

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## Convention Briefs

By JAMES CREWS

University of Florida, Gainesville

Under the direction of SBEA President Theodore Woodward, George Peabody College for Teachers, the thirty-sixth annual convention of the Southern Business Education Association got underway at Columbia, South Carolina, on Thursday evening, November 27 and continued through Saturday noon, November 29. Approximately 350 persons registered for the convention which centered its program around the theme, "The Imperatives for Business Education in a Changing World."

On Wednesday evening, November 26, a pre-convention meeting of the Executive Board of the association was held to hear reports from each of the officers and state representatives and to check final plans for the convention.

The initial activity of those arriving at the convention by early Thursday morning was the UBEA 10,000 Club Breakfast. The executive director of the United Business Education Association, Hollis Guy, presided at the breakfast. The status of UBEA-SBEA memberships in each of the 12 southern states was reviewed. With several states already exceeding their membership goals for the year and other states anticipating realization of their goals, confidence was expressed by the UBEA president, Vernon Musselman, that the goal of 1700 memberships previously set for the Southern Region would be attained and probably exceeded.

### Representative Assembly

Immediately following the UBEA 10,000 Club Breakfast, Vernon Musselman, University of Kentucky, president of the UBEA, called the UBEA Representative Assembly to order. The Assembly was welcomed by the South Carolina representative, Maria Culp of Winthrop College, Rock Hill, South Carolina. Some of the topics discussed in the assembly were: (a) procedures for collecting dues



SBEA . . . Theodore Woodward, immediate past-president of SBEA (left), is shown with the newly elected officers and members of the SBEA Executive Committee: Edna Long, secretary; Vernon Anderson, second vice-president; Z. S. Dickerson, president; James H. Wykle, Mississippi representative; Hulda Erath, first vice-president; William P. Warren, treasurer; Evelyn Howell, North Carolina representative; James Crews, editor; and Wilbur Lee Perkins, Louisiana representative. Other members of the SBEA Executive Committee are Evelyn Gullledge, Alabama; Ruth B. Carter, Arkansas; Frances Bartoszek, Florida; Zenobia Tye Liles, Georgia; Ethel Plock, Kentucky; Maria Culp, South Carolina; Sue Waddell, Tennessee; Sara Anderson, Virginia; Nora Goad, West Virginia; and Maxie Lee Work, regional membership chairman, Mississippi.

of unified associations, (b) the values to students and to the profession of student membership in the UBEA and SBEA, (c) the need for business education teachers and administrators to be included on evaluation committees that study high schools for accreditation purposes, and (d) business teacher certification and the use of teachers who are certified provisionally.

### Fellowship Dinner

The first formally planned social activity for those attending the convention was the official reception which immediately preceded the Fellowship Dinner on Thursday evening. Guests were received by the SBEA officers.

At the Fellowship Dinner on Thursday evening, President Woodward presided and First Vice-President Z. S. Dickerson, Madison College, was the toastmaster. Elizabeth O'Dell, University of South Carolina, who was chairman of local arrangements, welcomed the attendants to the convention. An address was given by J Marshall Hanna, Ohio State University, on the subject, "The Responsibilities of Business Education." Dr. Hanna's dominant theme was the role of colleges and universities in determining high school curriculums and the value of high school business courses as

college background. A review of the development of American high schools by Dr. Hanna revealed that in their early stages the high schools' curriculums were dominated by the colleges and universities. At present, most high schools make a serious attempt to develop programs to challenge their students' abilities and are no longer preparing students for college via the route of traditional programs devoted wholly to the sciences, mathematics, and foreign languages. According to Dr. Hanna, the real "threat to business education in the United States is not criticism but that a college education should be reserved for a few." Business teachers need to examine their teaching to see if more can be accomplished in less time in high school. "Some schools fail to accomplish in two years of typewriting and shorthand instruction what others are doing in one year," he pointed out. In closing, the speaker emphasized that high school business courses offer a good, exploratory background for students entering colleges of business administration. To make such a statement most meaningful, Dr. Hanna reminded those present that there needs to be developed a closer articulation between business teachers and programs in high school and the teachers and programs in colleges of business administration.

Earlier in the program at the Fellowship Dinner, the national president of FBLA, Joseph Collier, Jr., Pamlico County High School, Bayboro, North Carolina, addressed the convention briefly. He paid special tribute to the founder of FBLA, Hamden L. Forkner, professor emeritus, Teachers College, Columbia University. Mr. Collier expressed utmost faith in the Future Business Leaders of America. He emphasized the public relations value of FBLA for teachers, students, and businessmen.

South Carolina Open House was the final social event featured on Thursday evening. Harold Gilbreth, Winthrop College, was in charge. An interesting arrangement of a "country store" was used and numerous door prizes were awarded.

#### FBLA Chapters Assist

All FBLA sponsors and other teachers interested in FBLA attended a breakfast on Friday, November 28. Barbara Humphrys of the UBEA-FBLA National Office, was in charge. National and state FBLA officers were presented. Special recognition was accorded Mr. and Mrs. Hollis Guy and Dr. Forkner for the outstanding roles they had played in the development of FBLA. Gifts were presented to Mr. and Mrs. Guy and Dr. Forkner in behalf of the FBLA chapters in South Carolina. Dr. Forkner predicted that "when I return 21 years from now, we will have one million members and ten thousand chapters of FBLA."

Special recognition is due the many fine FBLA chapter sponsors and members in South Carolina who contributed so much time, effort, and talent to the SBEA convention. They assisted the business teachers in many ways as they planned for the convention. During the convention, many FBLA members acted as pages and assisted with a multitude of miscellaneous activities. Certainly, South Carolina can be proud of what FBLA means in regard to service and leadership among the boys and girls. Congratulations, too, to the many fine sponsors.

"The Imperatives for Business Education in a Changing World" was the theme of the first general session on Friday morning as Peter L. Agnew, New York University, addressed the convention. Dr. Agnew reviewed some current events on the educational scene and suggested some directions in which education in general and business education in particular might be moving. A study of the American high school by James B. Conant, president emeritus, Harvard University, was noted by Dr. Agnew as being the basis for a report which would include

among its recommendations the following: (a) eliminate small high schools, (b) lengthen the school day, (c) emphasize foreign languages, (d) encourage girls to take science and mathematics, and (e) retain comprehensive high schools. This report is quite likely to have considerable influence in American education, according to Dr. Agnew. At present, Dr. Agnew observed, colleges are attempting to limit enrollment by specifying certain units for admission. Looking ahead, Dr. Agnew noted that someone has said that in the future one-third of all collegiate credits would be earned by television. As automation increases, our shorthand and clerical training will need to be rethought, our bookkeeping courses must be re-examined, and type-writing instruction is going to become more important, commented Dr. Agnew. Finally, much of what has formerly been taught in high school business courses will be moved up to the junior college; that will make necessary a restudy of the high school business courses.

#### Sectional Groups Meet

Preceding Dr. Agnew's address in the general session on Friday morning, greetings were extended to the convention by Lester L. Bates, mayor of Columbia, South Carolina, and by Robert L. Sumwalt, acting president of the University of South Carolina. Vance Littlejohn, The Woman's College, University of North Carolina, responded in behalf of the members to those greetings.

The sectional group meetings were in session Friday morning and again Friday afternoon. A variety of problems ranging from "Teaching Problems in the Independent School," to "Grading and Standards in Beginning and Advanced Typewriting" were discussed.

In the Basic Business Group, Dorisse Garrison, Rule High School, Knoxville, Tennessee, presided. Vernon Musselman, University of Kentucky, spoke to the group on the topic, "Making Basic Business Subjects Interesting to Students." "Don't fight the academicians; join them" and "don't continue to grow red carnations when the public demands white," urged Dr. Musselman in his emphasis on the point of view of business teachers regarding basic business subjects. One final suggestion to the teachers was "have a nose for news." Capitalize on the daily happenings in your community, state, and nation that have an application to basic business subjects.

Katherine Green, Arkansas State College, presided in the Administration and

Supervision Section and Mearl Guthrie, Bowling Green (Ohio) State University, moderated a panel discussion on "Business Education Keeps Step with New Horizons." Discussants for the program were: Edna Gregg, East Tennessee State College; A. J. Lawrence, University of Mississippi; Betty Jean Henry, IBM Corporation; Frederick Basco, Arkansas State Teachers College, and Mildred Witten, Georgia State Department of Education, Atlanta.

"A New Look in Clerical Practice" was the topic discussed in the Clerical Practice Section at which William Bonner, University of Tennessee, Knoxville, presided. A. L. Walker, Virginia State Department of Education, was the speaker and discussants were John Pendery, South-Western Publishing Company, Cincinnati; Vernon Payne, North Texas State College; and Jack Barnett, Western Carolina College. The basic skills needed in the clerical practice area were classified in the following groups: (a) knowing, (b) doing, and (c) being. "Knowing" includes a knowledge of the organization of the business in which one is employed, social competence, promotional possibilities, and so on. "Doing" includes transcribing, typewriting, computing, and the like. "Being" includes personality traits and other factors.

The Private Business School Teachers Section held a roundtable discussion moderated by the chairman, Milo Kirkpatrick, Jr., King's Business College. The topic discussed was "Teaching Problems in the Independent School." Dave Ratchford, Evans College of Commerce, and Earl Zimmerman, Gregg Publishing Division, McGraw-Hill Book Company, were the discussants. In addition, the group heard De Vere Smith, University of South Carolina, discuss "Business Schools' Inspections and Upgrading." Dr. Smith pointed out that business schools want to be inspected, and as a result, be accredited. Basic principles for effective accreditation were listed as follows: (a) inspection and accreditation should be sponsored by an effective organization, (b) well-oriented mechanics of procedure, and (c) a good end product (well trained graduates). "A good faculty," Dr. Smith said, "is the best means of selling a business college."

"How Can the Teaching of High School Bookkeeping and College Accounting Be Improved?" was the topic of discussion by the Bookkeeping and Accounting Section. R. Norvall Garrett, Southeastern Louisiana College, was



chairman of the section and Harold Gilbreth, Winthrop College, was moderator of the panel. Some of the ideas discussed were grading schemes for bookkeeping and importance of the personality of the teacher in bookkeeping classes. Panel members in this section included Frances Saunders, Edgewater High School, Orlando, Florida; Henry J. Ciolino, Francis T. Nicholls Senior High School, New Orleans, Louisiana; F. Kendrick Bangs, University of Colorado; and Roy Stevens, Florence (Alabama) State College.

John Rowe, University of North Dakota, spoke to the Secretarial Science Section on "Grading and Standards in Beginning and Advanced Typewriting." Chairman of the section was Bonnie Nicholson, Bessemer (Alabama) High School. "The chief assignment of a teacher," said Dr. Rowe, "is to be a motivator." The teacher should have some objectives or standards and should develop the students' understanding of these standards. Typewriting papers should be checked on a sampling basis—not every paper produced by a student. "Too, the concept of mailability should be developed by the typewriting teacher," said Dr. Rowe.

The Colleges and Universities Section, whose presiding officer was Orus Sutton, Appalachian State Teachers College, participated in a discussion of "Business Education Curricula for the Changing World." This discussion was moderated by Parker Liles, Georgia State College, with the following panel members: Roscoe Allen, The Woman's College, University of North Carolina; Vernon Anderson, Murray State College; Mrs. Ray Kinslow, Tennessee Polytechnic Institute; and James Loyd, University of Florida. Relative importance of degree and non-degree programs; to what extent is differentiation of business education curriculums desirable and feasible; and the most satisfactory provisions for building upon foundations in shorthand, typewriting, office practice, and other subjects which students may have had in high school were the three centers of discussion. There was general agreement that there was some value in the nondegree programs and consensus was that certification in business education should be in the field generally rather than in one narrow segment thereof.

Gerald S. Robbins, Junior College of Augusta, Georgia, was the speaker for the Junior College Section. His subject was "The Junior College Business Education Triangle." James R. Kantner, Gordon Military College, presided.

Discussion in the Secondary Schools Section was led by Dr. and Mrs. Floyd Crank of DeKalb, Illinois. Lela Hulette, Bald Knob High School, Frankfort, Kentucky, presided at the meeting. A summary of the discussion revealed that the following ideas were most pertinent: (a) the business education curriculum should be kept close to the students and the community, (b) restructuring the business education curriculum will be necessary as changes take place in our society, (c) sound guidance practices must be evident in the business education curriculum, and (d) business education curriculums should be planned so as to provide for all students who can participate profitably to themselves.

On Friday evening at the convention banquet, President Woodward presided and introduced W. H. Calcott, the guest speaker. Dr. Calcott is dean of the Graduate School, University of South Carolina. His topic, "Today's Environment," was presented as a challenge to teachers to develop leadership in young people who will be directing the affairs of the world's economic center—the United States. Dr. Calcott stressed not only the breadth of knowledge and understanding necessary in our educational program, but also the absolute requirement of training in moral and spiritual values. "This," he said, "we must do or find ourselves with another Hitler, who may destroy us." The Convention Ball followed the banquet.

#### Brainstorming Used

Brainstorming, a technique for group discussion which became popular in recent years, was used in the Saturday morning session with Hulda Erath, Southwestern Louisiana Institute, Lafayette, presiding. Three discussion groups were formed to probe one area each as follows: (a) implementing the general education values of business education, (b) providing effective vocational business education programs, and (c) programming for effective guidance and counseling in business education.

Some of the ideas advanced to implement the general education values of business education were: (a) improve communication skills, (b) develop desirable personality traits, (c) co-operate with other departments in a school, and (d) develop an appreciation of classical literature. Suggestions for providing effective vocational business education programs were: (a) realize that 60 percent of the future jobs in business do not exist at present, (b) consider work simpli-

fication in offices, (c) hold a clinic with school administrators and businessmen, and (d) consider and study the cost of operating an office. The discussion group considering effective guidance and counseling in business education suggested the following: (a) use community resources, (b) use audio-visual aids, (c) provide exploratory opportunities, (d) organize an FBIA chapter, (e) utilize library materials, and (f) consider the role of teacher, student, and parent in the guidance process.

Special breakfasts were held on Saturday morning for alumni from each of the following schools: George Peabody College for Teachers, Indiana University, New York University, University of Kentucky, University of Mississippi, and University of Tennessee. A special luncheon was held for members of Delta Pi Epsilon on Friday. Mu chapter, University of Tennessee, was host for the occasion. Dorothy Veon, national president of DPE, presided, and George Wagoner, sponsor of Mu chapter, introduced the speaker, Herbert Tonne, New York University, who spoke on "Business Education in Other Countries." Dr. Tonne highlighted the differences between education in Europe and education in the United States. He urged business teachers to make their programs more efficient.

#### Unification Proposal Approved

At the closing session of the convention, action was taken relative to a unification proposal which would bring the present business education associations together for a more unified front in the field of business education. The proposal has already been approved by the United Business Education Association, Mountain-Plains Business Education Association, and Western Business Education Association. By a unanimous vote, the Southern Business Education Association also approved this new proposal.

President Woodward expressed his appreciation for the unfailing loyalty of his associates for their work in making the convention a success and presented the new president, Z. S. Dickerson, Madison College, Harrisonburg, Virginia, who invited everyone to attend the 1959 convention.

Marguerite Crumley, Assistant Supervisor, Business Education, Virginia State Department of Education, has been selected as State Chairman for co-ordinating activities with the Southern Business Education Association for the convention at Virginia Beach, Virginia, November 26-28, 1959.

# The Western News Exchange

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Volume IV

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Number 2

## Annual Convention at Portland, March 18-21

The annual convention of the Western Business Education Association will be a joint meeting with the Oregon Business Education Association in Portland, on March 18-21. The Heathman Hotel will be the convention headquarters. Co-chairmen of the event are Glen Hill and Edith Smith of Portland. Other mem-

bers of the convention committee are Leonard Carpenter, Elva Martin, and Virginia Shaw, Portland; Nina Nelson, Woodburn; and May Oka, Beaverton.

"Business Education in Orbit" has been chosen as the convention theme. The following schedule has been released by President Clisby Edlefson, Boise, Idaho:

### Wednesday, March 18, 1959

- 4:30 p.m. OBEA Executive Board
- 7:00 p.m. WBEA Nominating Committee

### Thursday, March 19, 1959

- 9:00 a.m. WBEA Executive Board
- 12:00 Noon Luncheon
- 2:15 p.m. Workshop Groups
  - Basic Business
  - Secretarial
  - Typewriting
- 4:15 p.m. TV in Typewriting
- 6:30 p.m. Banquet

### Friday, March 20, 1959

- 9:00 a.m. "Satellites in Business and Business Education"
  - Solar Battery
  - Data Processing Centers
  - Automation for Schools
  - Film Loops in Typewriting
- 11:45 a.m. Luncheon
- 1:30 p.m. "Look Into the Future"
  - Bookkeeping
  - Shorthand
- 2:30 p.m. Election of OBEA Officers
- 3:00 p.m. Trip to Mt. Hood
- 6:30 p.m. Banquet at Mt. Hood

### Saturday, March 21, 1959

- 7:00 a.m. 10,000 Club Breakfast
- 9:00 a.m. UBEA Representative Assembly



MOUNT HOOD . . . A trip to Mt. Hood is included on the convention schedule.

### Western Region (Cont. from p. 36)

were made on the State CBEA Bulletin by Fred Cook, Stanford University, who also was in charge of Section 1, "Cook's Recipe for Better Office Training." Erwin Keithley, of University of California at Los Angeles, was in charge of Section 2, "The Key to Better Business Communication." Norman Eisen, Whittier High School, was in charge of Section 3, "Some Problems and Answers for Work Experience and Merchandising." Louis Gentile, Chaffey College, handled Section 4, "New Areas in Business Education," and Mrs. L. Morris, Ventura College, discussed "Problems in Evaluating Accounting Students" in Section 5. Lorne Cook, Pomona College, discussed "A

Cook's Tour of the American Economy" in the general session.

### Washington

Nearly 100 business educators attended the regular fall meeting of the Eastern Washington Business Education Association which was held at Cheney on November 15.

Helene Johnson, president, Medical Lake High School, presided at the business meeting. Four discussion groups met simultaneously. In charge of the machines and office practice session were Wilbur Enderud, Eastern Washington College of Education, and J. Newton Morris, Richland. R. M. Kessel, University of Idaho, acted as resource person for the bookkeeping group and Norman

Thompson, Eastern Washington College of Education, in the basic business section. Laura Bombino of Coeur d'Alene High School led the discussion in stenography with Frances Sadoff, State College of Washington, serving as resource person.

Officers elected are Al Danielson, Spokane, president; Ruth McDonald, Walla Walla, vice-president; and Wilbur Enderud, Cheney, secretary-treasurer.

The Western Washington Business Education Association met at the University of Washington on November 8. President Gil Koller presided at the meeting. Theodore J. Barnowe and A. Paul Horst of the University spoke to the group on the University entrance requirement changes.

# The Future Business Leader

For Sponsors and Advisers  
of FBLA Chapters

## FBLA Prize Winning Projects

*All chapters of the Future Business Leaders of America conduct projects that carry out the purposes of the organization. Many chapters enter reports of their most original projects in Event 2 at the annual convention. The 1958 award winning projects are presented here as examples of activities planned by chapter members to further the aims of FBLA.*

### COMMERCE STREET

Members of the FBLA Chapter at Baton Rouge (Louisiana) High School prepared and presented a skit emphasizing the importance of the various business education courses in the curriculum. The setting is a curved street on which members of the Commerce Family live. The first person stands at the end of the stage holding the placard, *Commerce Street*. Fourteen other FBLA members hold the various other placards listed below. The lettering on each placard was large enough to be read by the persons in the audience. Since the placards were placed on exhibit following the program, illustrations were attached or drawn to describe each of the characters or members of the Commerce Family, who are:

- A—*Commerce Street*
  - B—*Timothy Typewriter* (drawing of a typewriter)
  - C—*Polly Personal Letter* (typewritten personal letter attached)
  - D—*Bobby Business Letter* (typewritten business letter attached)
  - E—*Tommy Tabulator* (typewritten tabulated report attached)
  - F—*Sally Shorthand* (page of shorthand notebook attached)
  - G—*Tommy Typewriter* (drawing of a typewriter)
  - H—*Mailable Mary* (typewritten business letter attached)
  - I—*Jane Journals* (completed journal page attached)
  - J—*Lou Ledgers* (completed ledger page attached)
  - K—*Peter Personal* (income tax return form, bank deposit slip, check, and bank statement attached)
  - L—*Mr. Financial Report* (typewritten profit and loss statement attached)
  - M—*Vocabulary Building* (drawing of steps starting at bottom with the word "pneumonia," and continuing up through "knowledge," "criticism," "bureau," and "angle.")
  - N—*Personal Qualities* (drawing of neatly dressed secretary, a clock, telephone, calendar pad, transcribing machine, and other office equipment)
  - O—*Filing Cabinet* (drawing of a filing cabinet)
  - P—*Model Secretary* (placard carried by "Miss FBLA")
- As the narrator introduces each person, he steps forward. For the model secretary (Exhibit P), "Miss FBLA" came out on the stage.

### (Narrator reads.)

The Commerce Department of Baton Rouge High is quite pleased to have this opportunity to drop by. Of the work in our section, we're really quite proud; The aims and objectives we'll show, if allowed.

Under proper guidance each student does acquire  
A knowledge of the business world, which all of us admire.

Here's our Commerce Family we'd like for you to meet;  
So we'll start out on our journey down *Commerce Street*.

Typing's the first thing that you should learn  
If in the business world you'd like to earn.  
Not only in business but in private life, too.  
In college or at home this knowledge will help you.

This is *Timothy Typewriter*, a friend of yours and mine;  
He'll give you longer service if you just treat him kind.  
Strike the keys with ease and grace  
And soothe poor Timothy's nerves,  
For you are the only person  
Whom poor Timothy serves.

Meet *Polly Personal Letter*, a friend you all have used,  
And more often than not, all of us have abused.  
She's really quite important; a lot on her depends;  
Be careful how you use her—she makes you foes or friends.

And *Bobby Business Letter* we'd like for you to meet;  
His best can mean a bonus and his worst a bad defeat.  
His grammar's quite important and his punctuation, too;  
A slip or miss in either one could cause a mighty stew!

*Tommy Tabulator* is essential—a friend to all indeed;  
He gives the extra beauty that every letter needs.  
He causes lots of headaches and grumbles in the night,  
But what on earth would you do without him to make your letter right?

Let's turn the corner of the street and walk down *Shorthand Lane*!  
Some quite important members of our family still remain.

*Sally Shorthand's* a beauty, but her beauty isn't all;  
She's used for taking dictation, and stays ready for your call.

*Tammy Typewriter* is her pal, quite closely allied they,  
For Tammy's used to put in print what Sally has to say.

*Mailable Mary* lives in the lane and plays a leading role!  
She can make or break a business, or haven't you been told?  
A word misspelled, a comma out of place  
Might make of pretty Mary, an outright disgrace.

A curve in the lane, we're back again, on *Commerce Street* to wander;  
Bookkeeping and Accounting are the friends we'll meet out yonder.

The business twins who keep the books, we want you all to know;  
*Jane Journals* and *Lou Ledgers* are trained to help you so.

The youngest of the family is *Peter Personal*;  
He reconciles your statements from the bank at intervals.  
He pays your bills and taxes and keeps your budget neat  
And makes your private business records lucid and complete.

*Mr. Financial Report*, the Balance Sheet and Statement of Profit and Loss  
Will show the business picture that helps advise the boss.

Now here is a subject we'd like to distinguish,  
The excellent course of Business English.  
In this course much knowledge is gained  
About people and places and many things.

*Vocabulary Building* is something you should know,  
If in the business field you plan to go.  
You learn about letters of every kind;  
Knowledge of these is a wonderful sign.

Now here is a subject we'd like you to meet  
On our journey down *Commerce Street*.



## FBLA LEADER

We've spoken of all in preparing for this  
For Clerical Practice you shouldn't miss.

This course includes filing and typing, too;  
Payrolls and office procedures for you.

*Personal Qualities* are essential, any businessman will say;  
We try to live those traits we learn each and every day.

A typewriter is used in all kinds of ways  
You'll never imagine the time it saves.

A *Filing Cabinet* is necessary, too,  
To make much easier the job you do.

All these qualities combined in one  
Can make all your jobs work or fun.

But a person like this is very rare;  
There aren't many of these a boss likes to share.

Behold our *Model Secretary* whom we now greet;  
She's symbolic of our *Commerce Street*.

To attain these traits is our goal  
As in our story we have told.

We hope you've enjoyed the people, we've had you meet  
On our very short journey down *Commerce Street*.

### THE SECRETARIAL BUREAU

For the past six years the Business Department of Freeman (South Dakota) Junior College has carried on the work of a very successful business unit, a Secretarial Bureau. In September of 1952 this organization had its beginning with four students working part time with a minimum of equipment.

The Secretarial Bureau was organized (a) to provide part-time employment for students, (b) to serve the faculty and staff in duplicating tests and other instructional materials, (c) to give business students actual office experience to equip them for full-time jobs, and (d) to serve as a means of supplementary income to the college. Since its organization, the Secretarial Bureau has developed into a sizeable enterprise with additional facilities and student employees.

#### Services

Although this is an auxiliary school enterprise, the bureau operates on a twelve-month basis. The Secretarial Bureau does many types of work for the personnel of the college as well as for organizations and individuals in the surrounding community, including the printing of church bulletins, financial reports, copies of music, booklets, and programs; addressing and sending out bulk mailing up to 5000 copies; duplicating tests and instructional material for instructors at the college; and almost any other type of office work. During the past fiscal year the income from sales for the Secretarial Bureau totaled \$2862.06.

The student employees are organized in their work according to training, aptitude, and experience. The positions available are student managers, accountant, bookkeeper, order clerk, file clerk, and clerk typists. Emma Schmidt Hofer, sponsor of the FBLA chapter, serves as general manager.

#### Procedures

In an establishment of this type, definite procedures must be put into practice. The student manager is in charge of assigning individuals to work on certain jobs. This is done by means of a form which gives the following information: name of student, hour worked, job order number, and special instructions. As each new job is brought in a job order is filled out, giving all information necessary for completing the job. Each

job order is prenumbered, put into a folder, and placed in a file, behind a "pending" guide. As students work on a job they sign in and out on the back of the job order, stating their accomplishments when they leave so that the next student will be able to continue without hesitation. When a job is completed, the job order is placed in the file behind the "completed jobs" guide, whereupon the bookkeeper figures the bill and places the job order behind the "recorded jobs" guide. Periodically the accumulated job orders are arranged numerically and filed.

Salaries are paid monthly and are based on actual time worked. Rates range from 45 to 70 cents an hour. Students earn from 30 to 200 dollars during the year.

A very efficient and complete accounting system has been set up with the use of a cash receipts journal, a cash payments journal, general journal vouchers, a general ledger, and subsidiary ledgers. The Secretarial Bureau has a separate bank account from that of the school; therefore, it is necessary to prepare deposits, to write checks, and to make bank reconciliations. A worksheet is prepared each month on which the necessary adjustments are made. Besides the regular monthly financial statements, the accountant figures percentages on all items on the profit and loss statement; that is, percentages of net sales. By comparing the figures with those on previous statements, the managers are able to determine the efficiency of the workers and other factors involved in cost accounting.

The facilities available have been greatly improved since 1952. The Secretarial Bureau is located on the main floor of the Administration Building. The equipment includes one electric and three manual typewriters, a fluid duplicator, a stencil duplicator, an addressing machine with a file containing over 5000 address plates, a telephone, a file, many small machines, and a counter for waiting on customers.

The Secretarial Bureau has been a service to many through its work; but, more than that, it has provided educational and interesting work for a large group of Future Business Leaders of America.

### Shorthand

(Continued from page 17)

mistakes, rushing through a project and having it be unusable when finished, going through the motions of working without any enthusiasm for the job, letting work stack up on the boss's desk as well as her own, depending upon her boss to think for her, having no sense of total responsibility to pitch in and help others, and acting as if she were on a treadmill instead of realizing she is working with people.

After many years, I have come to the realization that teachers as well as students frequently do not understand the part an over-all general knowledge plays in job effectiveness, in general alertness, and in general mobility and usability of education. The importance of having a well-rounded education spanning many fields needs to be stressed. This gives a student a comprehensiveness and versatility, lack of which often limits her sister secretaries to routine jobs.

## HOW DOES THE NBETests PROGRAM OPERATE?

There are two series of the National Business Entrance Tests - Official Testing Series and General Testing Series - each with different purposes. Careful consideration should be made of the purpose intended when ordering these tests. Although both series are similar in construction and cover essentially the same skills of achievement, there are basic differences which are explained in the succeeding paragraphs.

### Official Testing Series

Tests in the Official Testing Series are available solely for administration at National Business Entrance Testing Centers, which could easily be your school. (Complete information about the Centers follows.) Testing Center sponsors usually administer tests in April, May, or June of each year; however, testing throughout the year is also possible. The costs for the tests in this series are:

Business Fundamentals and General Information . . . . .	*
Bookkeeping . . . . .	\$1.00
General Office Clerical . . . . .	1.25
Machine Calculation . . . . .	1.00
Stenography . . . . .	1.25
Typewriting . . . . .	1.00

\*One complimentary Business Fundamentals and General Information Test is furnished for each examinee taking one or more skill tests. Each examinee MUST take and pass this test to be eligible for a Proficiency Certificate.

Included at no extra charge are the scoring, reporting, and consultation services; administrator's manual; prepaid delivery of tests to the Testing Center; and Proficiency Certificates for the students who pass the tests.

A National Business Entrance Testing Center may be established to serve one or more schools. Five examinees is minimum for establishing a

Testing Center - some centers have more than 750 examinees. A form for registering your school as a Testing Center and detailed instructions for operation of the Center will be sent upon request. The simple steps to follow in the Official Testing Series program are:

- Register your Testing Center with the Joint Committee on Tests
- Arrange with the examinees to take the tests
- Establish a date and administer the tests
- Forward the tests to the official NBETests Scoring Center nearest you
- Make presentation of awards to examinees.

Four Scoring Centers, under the supervision of outstanding business educators, are located strategically throughout the country to provide effective and prompt service. Scoring results are reported to sponsors of Testing Centers within two weeks following the administering of the tests. This permits local school administrators and business leaders to provide appropriate recognition to successful examinees before the closing of school.

### General Testing Series

The General Testing Series is used in schools for grading purposes and in preparing students for the Official Testing Series. Business also makes use of the General Testing Series for employment and placement purposes. Correction services and Proficiency Certificates are not available with the General Testing Series. The percentile table can be used in determining the achievement level attained by the various examinees. All six tests in the series are 50¢ a copy. They are:

- Business Fundamentals and General Information
- Bookkeeping
- General Office Clerical (including filing)
- Machine Calculation
- Stenography
- Typewriting.

The administrator's manual and the scoring manual are complimentary with orders of \$3 or more; they are 25¢ each on orders of less than \$3. Delivery charges will be prepaid when the order is accompanied by payment.



One of the larger NBETesting Centers is at the Jones Commercial High School in Chicago . . . FBLA chapters encourage use of the NBETests.

## WHAT ABOUT RELIABILITY AND VALIDITY?

National Business Entrance Tests are prepared by testing specialists and business educators. Each test is reviewed by qualified office executives; in addition, the Joint Committee on Tests employs the services of a consultant who is a nationally recognized expert in test construction and measurement.

Several graduate research studies have been made relating to the tests and their effectiveness in predicting successful employment and adjustments in office occupations. Dr. Herbert A. Hamilton received the Delta Pi Epsilon Award for an outstanding business education research study completed at New York University entitled "Relationship of Success in Beginning General Clerical Occupations to Achievement in the Informational and Skill Aspects of the General Office Clerical Division of the National Business Entrance Test Series." A second doctoral dissertation was completed at New York University by Dr. John Howard Nelson on the effectiveness of the stenography and typewriting tests. Another doctoral study relating to the machine calculation test was completed at Yale University by Dr. George Madison.

Persons interested in further evaluations of the NBETests are referred to recent editions of the "Mental Measurements Yearbook" edited by Oscar K. Buros.

## PERCENTILE TABLE

A percentile table with detailed instructions for its use is provided with the tests. It is possible to determine how well the examinees perform by comparing the test results of a Testing Center, a school, a class, or an individual examinee with the percentile table.

The comparative results may be used by the school administrator, the business education supervisor, and the teacher in making necessary adjustments in curriculum, teaching techniques, or other phases of the educational program. Thus, in addition to their use as a basis for determining the marketable productivity of individ-

ual examinees, the tests can be used as an overall evaluation of the business education program. Businessmen are also able to use the comparative results as a basis for employment or advancement of their office personnel.

PER CENT ILE	GEN OFF CLERICAL		MACHINE CAL		STENO		TYPEWRIT		BUS FUND		PER CENT ILE	
	Sec	Col*	Sec	Col	Sec	Col	Sec	Col	Sec	Col		
99	250	258	234	264	236	200	172	190	270	284	99	
90	210	224	224	242	198	212	128	154	244	268	90	
80	186	200	214	228	180	192	108	136	220	240	80	
75	180	194	210	224	170	182	102	130	224	236	75	
70	170	184	204	222	164	178	98	124	218	230	70	
60	154	172	194	212	148	162	88	118	208	224	60	
50	138	156	182	212	130	146	78	102	194	218	50	
40	128	146	172	200	120	136	68	94	182	206	40	
30	114	130	158	184	112	120	58	80	174	210	30	
25	108	120	144	190	110	118	52	74	158	200	25	
20	98	114	132	180	98	110	48	64	150	190	20	
10	80	98	118	170	82	98	32	48	120	176	10	
Passing Score	140	140	140	140	140	140	75	75	170	170	Passing Score	
Percent Passed	49	57	77	94	44	40	54	74	67	91	Percent Passed	
Top Score	290	284	280	285	280	281	191	193	285	291	80	95
#Tests Taken	1122	186	1002	115	486	142	2501	407	2784	428	6661	652
*Secondary and College.												
Total skills tests - Secondary: 7875; College: 1278; Total Skills												

\*Secondary and College. Total skills tests - Secondary: 7875; College: 1278; Total: 9153.

## GROWTH AND TRENDS OF NBETests

The NBETests program owes its origin to a group of business teachers and office managers invited to a conference in 1930 by the late Professor Frederick G. Nichols at the Harvard Graduate School of Education. The first series of tests, known as the National Clerical Ability Tests, was released in 1937. Following World War II, the program was taken over as a non-profit service project under the joint sponsorship of the United Business Education Association and the National Office Management Association. In 1947, a new series of tests was released under the title, National Business Entrance Tests. They have been revised periodically to keep them in line with current office occupations skills. The tests are currently administered under the direction of the Joint Committee on Tests, United Business Education Association (NEA). The National Business Entrance Testing program has been a co-operative project of business educators, school administrators, and office and personnel managers for more than 20 years. Significant contributions have been made toward the growth and educational development of nearly 200,000 examinees in hundreds of schools and businesses throughout this and neighboring countries.

Your students deserve the best in determining their capabilities for employment. Write to:

Joint Committee on Tests, United Business Education Association  
1201 Sixteenth Street, N.W., Washington 6, D. C.



## UBEA CALENDAR

### NATIONAL MEETINGS

Future Business Leaders of America,  
Washington, D. C., June 14-16

### REGIONAL MEETINGS

Eastern Region, UBEA, Washington, D. C.,  
March 6-7  
Central Region, UBEA, Detroit, Michigan,  
March 19-20  
Western Business Education Association,  
Portland, Oregon, March 19-20  
Mountain-Plains Business Education Association,  
Oklahoma City, June 18-20  
Southern Business Education Association,  
Virginia Beach, Virginia, November 26-28

### STATE AND AREA MEETINGS

Alabama, Birmingham, March 20  
Arizona, Phoenix, March 20  
California, Long Beach, March 22-24  
Chicago Area, March 28  
Georgia, Atlanta, March 19-20  
Illinois, Peoria, March 19-21  
Michigan, Detroit, March 20-21  
Mississippi, Jackson, March 20  
North Carolina, Asheville, March 20  
Oregon, Portland, March 19-21  
South Carolina, Columbia, March 14  
Virginia, Roanoke, March 13-14

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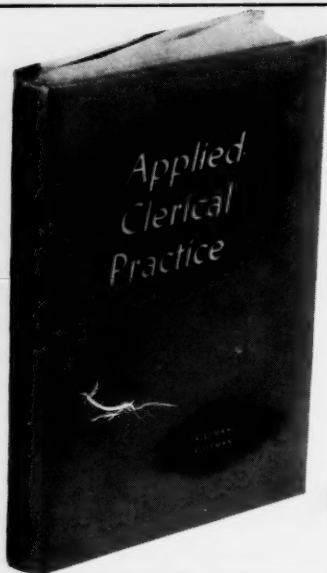
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